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PRAXIS STUDY COMPANION

English Language Arts: Content and Analysis

5039

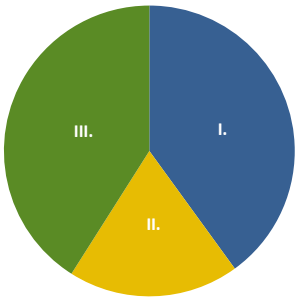


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English Language Arts: Content and Analysis (5039)

Test at a Glance

Test Name	English Language Arts: Content and Analysis		
Test Code	5039		
Time	3 hours: 150 minutes for the selected-response (SR) section and 30 minutes for the constructed-response (CR) section		
Number of Questions	130 SR and 2 CR questions		
Format	The SR section, which accounts for 75% of the total test score, consists of single- selection, selected-response questions with four answer choices. It also includes some of the following question types: multiple-selection multiple choice, order/ match, audio stimulus, table/grid, select in passage, and video stimulus.		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Reading	49	40%
	II. Language Use and Vocabulary	33	19%
	III. Writing, Speaking, and Listening	50	41%

About The Test

The English Language Arts: Content and Analysis test measures whether prospective secondary school English Language Arts teachers have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice. Aligned with the Common Core State Standards (CCSS) for English Language Arts, the test measures examinees' skills and knowledge of concepts relevant to three categories: reading, including the study of literature (i.e., stories, drama, and poetry) and informational texts (i.e., literary nonfiction, such as essays, biographies, and speeches); use of the English language, including conventions of standard English and vocabulary development; and writing, speaking, and listening. The 130 selected-response questions address all of these categories. The two constructed-response (CR) questions, or short essays, also address the first and third categories: reading and writing, speaking, and listening. The first CR question asks examinees to analyze the central idea and key literary elements of a poetry or prose excerpt from United States, British, or World literature of any period. The second CR question asks examinees to read an excerpt from a literary essay and analyze the central idea and important rhetorical features used to construct an argument.

This test may contain some questions that will not count toward your score.

Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

Note: The use of "e.g.," to start a list of examples implies that only a few examples are offered, and the list is not exhaustive.

Discussion Questions

In this section, discussion questions provide examples of content that may be included in the questions you receive on testing day. They are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. Answers for the discussion questions are **not** provided; however, thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. The questions are intended to help you gain increased understanding and facility with the test's subject matter. You may want to discuss these questions with a teacher or mentor.

I. Reading

A. Literature

** Any knowledge statements marked with an asterisk may be measured in the constructed-response (CR) question for this category.*

1. Knows major works and authors of United States, British, World (including non-Western), and Young Adult literature
   a. identify the authors and titles of major works of fiction, poetry, drama, and literary nonfiction
2. Knows the historical, cultural, and literary contexts of major works and authors of United States, British, and World literature
   a. identify the historical or literary context of major works of fiction, poetry, drama, and literary
3. Understands the defining characteristics of primary literary genres
   a. identify typical characteristics of a genre
   b. apply correct terminology for a genre (e.g., stanza versus paragraph)
4. Knows the defining characteristics of major forms within each primary literary genre (e.g., poetry: ballad, haiku)
   a. identify characteristics of major forms within each genre through distinctions in structure and content (e.g., sonnets versus ballads, satire versus realism)

5. *Understands how textual evidence supports interpretations of a literary text
    a. comprehend the literal and figurative meanings of a text
    b. draw inferences from a text
    c. determine the textual evidence that supports an analysis of a literary text
6. *Understands how authors develop themes in a variety of genres
    a. identify the theme(s) or central idea(s) of a given text
    b. analyze how a theme or central idea is developed throughout one or more works
    c. recognize universal themes from myths, traditional stories, or religious works and how they are rendered or alluded to in literary works
7. *Understands how literary elements (e.g., characterization, setting, tone) contribute to the meaning of a text
    a. analyze the impact of differences in the points of view of characters and/or narrators
    b. analyze the structure of a plot
    c. analyze how different elements contribute to mood, tone, and conflict
    d. analyze how particular lines of dialogue or story events impact meaning
    e. analyze the text for character development
8. *Understands how figurative language contributes to the effect of a text
    a. identify examples of various types of figurative language (e.g., extended metaphor, imagery, hyperbole)
    b. interpret figurative language in context and analyze its role in the text
9. *Understands how poetic devices and structure contribute to the effect of a poem
    a. analyze how poetic devices (e.g., rhyme scheme, rhythm, figurative language) contribute to meaning in a poem
    b. analyze how structure (e.g., stanza, free verse, concrete poem) contributes to meaning in a poem
10. Understands how reading strategies (e.g., making predictions, making connections, summarizing) support comprehension
    a. identify literacy skills to support active reading (e.g., text-to-self connection, prediction, summarizing)
    b. evaluate a summary of a passage
    c. evaluate the strength of a prediction based on textual evidence
11. Knows commonly used research-based strategies for reading instruction (e.g., activating prior knowledge, modeling metacognitive practices, active reading)
    a. recognize commonly used research-based strategies for teaching reading (e.g., activating prior knowledge, modeling metacognitive practices)
    b. evaluate the effectiveness of specific strategies to support a particular reading task

c. interpret research and apply it to particular reading instruction challenges

12. Is familiar with various literary theories (e.g., reader-response, feminist criticism) for interpreting and critiquing literary texts
    a. recognize ways literary theories are used to interpret and critique texts

Discussion Questions: Reading Literature

- What novels, poems, and essays might be taught in a Secondary English Language Arts classroom?
- What are some instructional strategies for increasing students' ability to use context cues?
- What are the purposes of skimming, scanning, note-taking, using graphic organizers, semantic feature analysis, and pre-reading activities?
- How do modeling, questioning, scaffolding, activating prior knowledge, and building metacognition impact student learning?
- How might a particular critic analyze a work?
- How would that analysis differ from critics from other schools of thought?

B. Informational Texts and Rhetoric

1. *Understands how textual evidence supports interpretations of an informational text
    a. comprehend literal and figurative meanings of an informational text
    b. draw inferences from an informational text
    c. determine the textual evidence that supports an analysis of an informational text
2. *Understands how a variety of organizational patterns and text structures can be used to develop a central idea in informational texts
    a. identify the central idea of an informational text
    b. analyze how an author develops or refines a central idea in an informational text
    c. identify the organizational pattern of an informational text (e.g., problem-solution, cause-effect, sequence order)
    d. analyze how ideas are connected and distinguished from one another in an informational text
3. *Understands how word choice contributes to the effect of an informational text
    a. distinguish between connotation and denotation in an informational text
    b. identify how technical language is used in an informational text
    c. distinguish between what the text says explicitly and what may be inferred from the text
4. Understands rhetorical strategies that authors use to convey purpose and perspective in informational texts
    a. determine an author's point of view or purpose in an informational text
    b. analyze how an author uses rhetoric support point of view and/or purpose in an informational text
    c. recognize rhetorical strategies (e.g., satire, irony, understatement, hyperbole)

5. Understands methods that authors use to appeal to a specific audience
    a. identify methods of appeal or persuasion (e.g., expert opinion, generalization, testimonial)
    b. evaluate the effectiveness of an author's methods of appeal
    c. understand how technical or non-technical language is used to appeal to a targeted audience
6. *Understands how authors develop and support a written argument
    a. evaluate the argument and specific claims in a text
    b. determine an author's purpose and evaluate an author's reasoning
    c. evaluate whether evidence is relevant, factual, and/or sufficient
    d. identify false statements and fallacious reasoning (e.g., slippery slope, red herring, strawman, post hoc ergo propter hoc)
7. Knows how to interpret media and non-print texts and how they influence an audience
    a. evaluate multiple sources of information presented in different media or formats
    b. determine persuasive techniques used in different media

Discussion Questions: Informational Texts and Rhetoric

- How is organization linked to an essay's purpose? For example, how could a problem-solution text structure be used in an argumentative essay?
- Select essays from books or journals and identify the author's purpose.
- Think about the methods the author uses to achieve that purpose.
- Select editorials and opinion pieces and identify the author's argument.
- Analyze the text to determine what evidence the author used to support the argument, and whether or not the methods of appeal are valid or sufficient.
- Think about how information can be presented in different forms, for example photographs, videos, memoirs, essays, and factual accounts of the same event. How should the approach to these sources differ, and do these sources serve different purposes?

C. Constructed-response Reading Question

1. Interpret literature

II. Language Use and Vocabulary

1. Understands the conventions of standard English grammar, usage, syntax, and mechanics
   a. explain the function of the different parts of speech
   b. identify errors in standard English grammar, usage, syntax, and mechanics (e.g., inconsistent verb tense, non-parallel structure, sentence fragment, run-on)
   c. justify grammar, usage, syntax, and mechanics choices (e.g., colon versus semicolon, its versus it's, saw versus seen, etc.)
   d. identify different components of sentences (e.g., clauses, phrases)
   e. identify different structures of sentences (e.g., simple, complex, compound)
2. Understands the use of affixes, context, and syntax to determine word meaning
   a. apply knowledge of affixes to determine word meaning
   b. use context clues to determine word meaning
   c. apply knowledge of syntax to determine word meaning
   d. analyze nuances of word meaning and figures of speech
3. Understands the use of print and digital reference materials to support and enhance language usage
   a. determine the most appropriate print or digital reference material (spell checker, style manual, dictionary, glossary) for a particular language usage task
4. Is familiar with variations in dialect and diction across regions, cultural groups, and time periods
   a. identify variation in dialect and diction across regions, cultural groups, and time periods
   b. understand the concept of dialect and its appropriateness depending on purpose and audience
5. Knows commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners
   a. recognize examples of commonly used research-based strategies for language acquisition or vocabulary development
   b. evaluate the effectiveness of specific strategies to support language acquisition or vocabulary development
   c. interpret research and apply it to particular instructional challenges related to language acquisition or vocabulary development

Discussion Questions: Language Use and Vocabulary

- What are the most common errors that student writers make in grammar and sentence structure?
- How do punctuation and word order impact meaning in a sentence?
- How do variations in language impact communication?
- How are dialect and diction used in literature and in oral communication?
- What are the phases of language development, and how can a teacher use knowledge of language development to create a safe learning environment?

III. Writing, Speaking and Listening

** *Any knowledge statements marked with a double asterisk may be measured in the constructed-response (CR) question for this category.*

1. **Understands the distinct characteristics of various modes of writing (e.g., informative, argumentative)
   a. distinguish between common modes of writing - (e.g., argumentative, informative/ explanatory, narrative)
   b. identify examples of common types within modes of writing (e.g., journal, letter, essay, speech, blog)
   c. determine which mode is the most appropriate for an author's purpose and audience
2. **Understands how awareness of task, purpose, and audience contributes to effective writing
   a. identify how the task, purpose, or intended audience affects a piece of writing
   b. choose the most appropriate type of writing for a task, purpose, and audience
   c. evaluate the effectiveness of a piece of writing for a specific task, purpose, and audience
3. **Understands the characteristics of clear and coherent writing (e.g., supporting details, organization, conventions)
   a. identify details that develop a main idea
   b. organize a text clearly and coherently
   c. use varied and effective transitions throughout a text
   d. justify stylistic choices within a clear and coherent piece of writing
   e. introduce, develop, and conclude a text effectively
4. Understands effective and ethical research practices, including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources accurately
   a. identify relevant information during research on a given topic
   b. evaluate the credibility of a print or digital source
   c. identify effective research practices (e.g., formulating a question, narrowing or broadening a topic, choosing effective sources)
   d. identify the components of a citation
   e. cite source material appropriately
   f. integrate information from source material to maintain the flow of ideas
5. Understands components of effective speech and presentation delivery
   a. identify characteristics of effective delivery of a speech or presentation (e.g., eye contact, visual aids, tone)
   b. evaluate the advantages and disadvantages of using different media to present ideas
   c. determine whether information is presented clearly, concisely, and logically

6. Knows approaches for instructing students on the effective use of digital media to support and enhance communication
    a. identify techniques for instructing students to choose and use technological tools (e.g., presentation software, blogs, wikis) for effective communication
    b. evaluate the effectiveness of specific technology-based strategies to achieve enhanced understanding of communication goals
7. Understands commonly used research-based approaches to teaching components of writing
    a. recognize commonly used research-based strategies (e.g., explicit, systematic writing instruction; modeling) for teaching components of writing
    b. identify research-based strategies for teaching particular writing tasks
    c. interpret research and apply it to particular writing instruction challenges
8. Understands purposes and methods of assessing reading, writing, speaking, and listening
    a. recognize a variety of research-based approaches to and purposes of formative and summative assessment of reading, writing, speaking, and listening (e.g., use of rubrics, conferencing techniques, providing useful feedback)
    b. evaluate the effectiveness of a variety of research-based approaches to and purposes of formative and summative assessment of reading, writing, speaking, and listening (e.g., use of rubrics, conferencing techniques, providing useful feedback)
9. Understands the components of effective oral communication in a variety of settings (e.g., one-on-one, in groups)
    a. identify a variety of techniques (e.g., selecting age-appropriate topics, facilitating appropriate discussion behavior, ensuring accountability) to ensure productive participation and active listening in collaborative discussions
    b. evaluate the effectiveness of specific strategies for students initiating and participating effectively in discussions
10. Knows that students bring various perspectives, cultures, and backgrounds to reading, writing, listening, and speaking, and how to incorporate that awareness into classroom instruction
    a. use knowledge of students' individual and group identities to plan instruction responsive to their needs
    b. know strategies for creating a safe environment for reading, writing, speaking, and listening to take place

Constructed-response Writing, Speaking, and Listening Question

1. Evaluate rhetorical features

Discussion Questions: Writing, Speaking, and Listening

- What are some techniques commonly used in argumentative writing but not in informative/explanatory writing?
- How does the purpose or intended audience for a piece of writing shape its form? Its tone?
- How do an author's motives, credibility, and perspective impact source reliability?
- What technological tools could be used in a classroom to support effective discussions among students?
- How can assessments be used to guide instruction?

English Language Arts: Content and Analysis (5039) Sample Questions

The sample questions that follow represent a number of the types of questions and topics that appear on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by suggested answers or completions, except for question 15, which asks you to place marks in table columns, and question 20, which asks you to select one or more answers. In each case, select the answer(s) that is best.

1. The book announced an insane world of dehumanization through terror in which the individual was systematically obliterated by an all-powerful elite. Its key phrases—Big Brother, doublethink, Newspeak, the Ministry of Peace (devoted to war), the Ministry of Truth (devoted to lies), the Ministry of Love (devoted to torture)—burned their way at once into the modern consciousness.

   The passage above discusses

   (A) E.M. Forster's *A Passage to India*

   (B) Thomas Pynchon's *V*.

   (C) George Orwell's *1984*

   (D) Flannery O'Connor's *The Violent Bear It Away*

Questions 2–3 are based on the following excerpt from Charlotte Brontë's *Jane Eyre*.

This was all the account I got from Mrs. Fairfax of her employer and mine. There are people who seem to have no notion of sketching a character, or observing and describing salient points, either in persons or things: the good lady evidently belonged to this class; my queries puzzled, but did not draw her out. Mr. Rochester was Mr. Rochester in her eyes, a gentleman, a landed proprietor–nothing more: she inquired and searched no further, and evidently wondered at my wish to gain a more definite notion of his identity.

2. The passage suggests that the speaker would describe the "account" mentioned in the first sentence as

   (A) enlightening

   (B) mystifying

   (C) deficient

   (D) erroneous

3. Mrs. Fairfax differs from the speaker in that Mrs. Fairfax

   (A) has more interest in the complexities of people's personalities

   (B) judges people by their social station in life

   (C) is more willing to take people at face value

   (D) has a more positive opinion of Mr. Rochester

Questions 4–6 are based on the following excerpt from Zora Neale *Hurston's Their Eyes Were Watching God*.

The people all saw her come because it was sundown. The sun was gone, but he had left his footprints in the sky. It was the time for sitting on porches beside the road. It was the time to hear things and talk. These sitters had been tongueless, earless, eyeless conveniences all day long. Mules and other brutes had occupied their skins. But now, the sun and the bossman were gone, so the skins felt powerful and human. They became lords of sounds and lesser things. They passed nations through their mouths. They sat in judgment.

4. The description of the sun in the second sentence contains which of the following literary devices?

   (A) Foreshadowing

   (B) Irony

   (C) Flashback

   (D) Personification

5. Which of the following is the best way of describing the last three sentences of the passage ("They became . . . in judgment") ?

   (A) They emphasize the weariness the sitters feel after a long day's work.

   (B) They are used to paint a picture of the way in which the sitters wish they spent their evenings.

   (C) They are a vivid way of describing the ease and authority the sitters feel during the evening.

   (D) They highlight the contrast between the feelings of the sitters and the feelings of the bossman.

6. Zora Neale Hurston is associated with which of the following literary movements?

   (A) New England Puritanism

   (B) Transcendentalism

   (C) Naturalism

   (D) Harlem Renaissance

7. Grammar may be taught in two main ways— by experience with discourse that entails the varieties of word forms and sentence construction, or by analyzing dummy sentences and diagramming parts. Plentiful discursive experience is what really teaches grammar, for it exercises judgment and provides language intake, whereas formal grammar study has been proved irrelevant. Politics more than pedagogy retards the changing of the curriculum to fit this truth.

   The author of the passage above argues that

   (A) using language in a wide variety of situations improves grammar

   (B) good judgment can be improved by studying the rules of formal grammar

   (C) analyzing and diagramming provide exercise in logical thinking

   (D) formal study of grammar improves writing ability

8. Science fiction: readers claim to either love it or loathe it; either they avoid it like poison or they devour favorite works and authors like chocolate addicts gulping down fudge truffles.

   The author of the passage compares certain readers with “chocolate addicts” primarily in order to

   (A) suggest that science fiction is not a serious literary genre

   (B) indicate the depth of certain readers’ feelings about science fiction

   (C) explain why some readers consider science fiction to be dangerous

   (D) contrast the characteristics of science fiction with those of other literary genres

9. From the very beginning, I wrote to explain my own life to myself, and I invited any readers who chose to make the journey with me to join me on the high wire. I would work without a net and without the noise of the crowd to disturb me. The view from on high is dizzying, instructive. I do not record the world exactly as it comes to me but transform it by making it pass through a prism of fabulous stories I have collected on the way. I gather stories the way a lepidopterist hoards his chloroformed specimens of rare moths, or Costa Rican beetles. Stories are like vessels I use to interpret the world to myself.

—Pat Conroy

Which of the following best describes the organization of the passage?

(A) The author provides several explanations for taking a certain course of action.

(B) The author uses analogies to explain his experience of a particular action.

(C) The author makes a comparison between his own experiences and that of others in his profession.

(D) The author chronicles the various phases of his work in a particular discipline.

10. Which of the following questions can a student ask to best determine whether an author is using the persuasive technique of pathos in a passage?

(A) Does the author use tone and style to convey authority on the subject to the audience?

(B) Does the author use credible and reliable sources to convince the audience of the argument?

(C) Does the author use facts and sound reasoning to substantiate claims made to the audience?

(D) Does the author use personal connections and stories to appeal to the audience's emotions?

11. Which of the following text features should a student examine first when determining the main idea of a passage in an informational text?

(A) Table of contents

(B) Italicized words

(C) Headings

(D) Captions

12. A teacher is using the following advertisement during a lesson on methods of persuasion.



The advertisement primarily uses which of the following persuasive techniques to appeal to the audience?

(A) Card stacking

(B) Testimonial

(C) Bandwagon

(D) Glittering generalities

13. Which of the following is the best description of traditional phonics instruction?

(A) Students study lists of high-frequency words in order to increase reading speed and comprehension.

(B) Students are taught individual letter sounds first, followed by letter combination sounds and the rules of putting these combinations together to make words.

(C) Students are immersed in written language, and encouraged to decode entire words using context clues.

(D) Students analyze patterns of organization and syntax as a way of learning to recognize common structures.

14. Every day was a happy day, and every night was peaceful.

    The sentence above can best be classified as

    (A) simple

    (B) compound

    (C) complex

    (D) compound-complex

15. Place a mark in the column next to each sentence that most accurately names the type of error contained in the sentence.

    For each sentence, select **ONE** error.

Sentence	Split Infinitive	Subject-Verb Disagreement	Faulty Parallelism	Adjective/Adverb Confusion
Mark decided to hastily clean the house before his parents returned from their trip.				
To be on time, Sharon quick got ready and drove to school.				
Joaquin enjoyed skating, sledding, and also to go skiing in the cold weather.				
Although she enjoyed weekends, Fridays was Tanya's favorite day of the week.				

16. Whenever the mood strikes her, Angela takes a short walk around the block.

    In the sentence above, the underlined portion can best be described as

    (A) an adjective clause

    (B) a relative clause

    (C) a subordinate clause

    (D) an independent clause

17. A student comes across the unfamiliar words “intercontinental,” “interglacial,” “interface,” and “intercept” in his reading. The student can use his knowledge of affixes to understand that all of the words share which meaning?

    (A) between; among

    (B) not; opposite of

    (C) earth; environment

    (D) under; too little

18. At the border of two countries there is a port where fishermen work. The fishermen do not speak the same language, so they communicate using one that has been invented by them for the purpose of trade. This language does not have any fixed rules of grammar.

    The scenario above most accurately describes which of the following types of language?

    (A) A dialect

    (B) A creole

    (C) A pidgin

    (D) A regionalism

19. Anna feels that she is confusing “who” and “whom” in her narrative. She wants to correct her error. Which of the following reference materials will best help Anna accomplish such a task?

    (A) A dictionary

    (B) A thesaurus

    (C) A glossary

    (D) A grammar guide

20. Which of the following strategies are most appropriate for helping students comprehend new vocabulary in nonfiction texts?

    Select **ALL** that apply.

    (A) Writing sentences on the board for the students to copy

    (B) Studying examples of texts that use the new vocabulary in context

    (C) Activating the students’ prior knowledge to develop a framework for the new vocabulary

    (D) Providing frequent opportunities for the students to use their new vocabulary words

    (E) Having the students look up definitions in the dictionary and write them several times

21. A student is conducting a research project and has learned of a website that may have useful information. The domain extension for the site is .org. Which of the following assumptions about the website is correct?

    (A) All of the information on the site is current.

    (B) The site has been evaluated for bias.

    (C) The site might belong to a nonprofit agency.

    (D) The author of the site is well respected in his or her field.

Questions 22–24 refer to the following paragraphs.

I. On a dark, secluded street stood three abandoned houses. The first had broken shutters and shattered windows. Next to it stood a dilapidated structure badly in need of paint. Adjacent, amid debris, stood a shack with graffiti scrawled across the door.

II. Weeks before they decided on their destination, the seniors had already begun a massive fundraising project to help finance their class trip. When they were offered the choice between Rome and London, an overwhelming majority chose Rome. Then preparations began in earnest. In the months that followed, the students' enthusiasm escalated until the day the plane finally took off, carrying them toward an experience they would remember forever.

III. Selecting a new car requires each buyer to weigh a number of factors. First to be considered is the car's appearance. Next, and even more critical, are the car's performance and safety ratings. Most significant to any prospective buyer, however, is the car's price.

22. Which of the following best describes the organization of paragraph I ?

(A) Chronological order

(B) Spatial order

(C) Cause and effect

(D) Order of importance

23. Which of the following best describes the organization of paragraph II ?

(A) Chronological order

(B) Spatial order

(C) Cause and effect

(D) Order of importance

24. Which of the following best describes the organization of paragraph III ?

(A) Chronological order

(B) Spatial order

(C) Cause and effect

(D) Order of importance

25. In a holistic evaluation of student essays, evaluations are made on the basis of the

    (A) number and variety of errors made by each student

    (B) average sentence length and the complexity demonstrated in each essay

    (C) ability of each student to communicate in a variety of discourse modes

    (D) overall quality of each student's essay in relation to the topic

26. In preparation for a writing unit on short stories, a teacher presents students with several examples of short stories and works with them to identify defining characteristics of the genre. Which of the following best describes this instructional strategy?

    (A) Conferencing

    (B) Discipline-based inquiry

    (C) Self-Regulated Strategy Development

    (D) Introduction-Body-Conclusion strategy

27. To best encourage student engagement in the classroom, a teacher should select texts based on which of the following?

    (A) The instructional objectives

    (B) Historically popular classic literature

    (C) The instructional reading level of the class

    (D) Topics that are interesting for the students

28. A student is standing in front of the class delivering a presentation. Some students in the back of the room note that they are having trouble hearing what the presenter is saying. Which of the following suggestions to the presenter would best address this problem?

    (A) Engage your audience by making eye contact with people in the back of the room

    (B) Entertain your audience with exaggerated body language

    (C) Emphasize your main points by reading them directly from a paper

    (D) Project your voice by relaxing the rib cage and maintaining good posture

29. Which of the following activities would help a teacher collect data and plan a unit of study that addresses the individual needs of the students?

    (A) Concentric circles

    (B) K-W-L chart

    (C) Book pass

    (D) Reciprocal teaching

30. Students are reading the following passage from the National Park Service's Web site.

    Ten miles long and nearly 500 feet deep (152.4 m meters), Lake McDonald, the largest lake in the park, is a direct result of glacial carving. High peaks surrounding the lake all show evidence of the power of glaciers to carve even the hardest of rock. The powerful glaciers that carved the broad U-shaped valley that Lake McDonald sits in also carved smaller hanging valleys with wonderful waterfalls that are accessible by numerous hiking trails.

    Which of the following best identifies the intended audience of the passage?

    (A) Scientists researching glacier development

    (B) Teachers interested in creating virtual park field trips

    (C) Academics studying the historical context of national parks

    (D) Families interested in visiting Lake McDonald

31. Which of the following is an example of persuasive speech?

    (A) A campaign manager's introduction of a mayoral candidate

    (B) A professor's lecture on the structure of the heart

    (C) A company president's yearly sales report

    (D) A tour guide's discussion of an art museum installation

32. I became what I am today at the age of twelve, on a frigid overcast day in the winter of 1975. I remember the precise moment, crouching behind a crumbling mud wall, peeking into the alley near the frozen creek. That was a long time ago, but it's wrong what they say about the past, I've learned, about how you can bury it. Because the past claws its way out. Looking back now, I realize I have been peeking into that deserted alley for the last twenty-six years.

    The excerpt is an example of which of the following types of writing?

    (A) Informative

    (B) Persuasive

    (C) Descriptive

    (D) Narrative

Answers

1. Option (C) is correct. The passage describes the themes and key phrases of Orwell's *1984*.
2. Option (C) is correct. The speaker indicates that Mrs. Fairfax is one of those people who has "no notion of sketching a character, or observing and describing salient points, either in persons or things." Thus it can be inferred that Mrs. Fairfax's description of Mr. Rochester seemed deficient to the speaker.
3. Option (C) is correct. Mrs. Fairfax sees that Mr. Rochester is "a gentleman, a landed proprietor" and she is content knowing only these external facts about Mr. Rochester. The speaker suggests that she, in contrast, would like to know more about Mr. Rochester's identity.
4. Option (D) is correct. Personification involves endowing abstractions, ideas, and inanimate objects with human characteristics or sensibilities. In the second sentence, the sun is described as having the human ability to leave footprints.
5. Option (C) is correct. The sentences describe the way the sitters feel during the evening. After a long day of work and being "tongueless, earless, eyeless conveniences all day long," the sitters have reclaimed their autonomy. The words "lords" and "nations" and the phrase "sat in judgment" vividly describe the sitters' sense of power during the evening.
6. Option (D) is correct. Zora Neale Hurston is one of the authors associated with the Harlem Renaissance, an African-American cultural movement that took place in the United States in the 1920s and 1930s.
7. Option (A) is correct. The author maintains that "plentiful discursive experience" is the most effective teacher of grammar. In this context, "discursive" experience means experience with discourse—that is, speech or texts that communicate ideas for some purpose and not merely as an exercise. The author argues that students learn the rules of grammar as part of the process of learning to understand the meaning of diverse texts.
8. Option (B) is correct. The author makes a comparison between science fiction readers and people who love chocolate so much they could be called addicts to stress that those who like science fiction cannot get enough of it.
9. Option (B) is correct. In the excerpt, Conroy discusses his experience as a writer. He compares it both to being a trapeze artist in a high wire act and to being a lepidopterist collecting bugs. Thus, he uses analogies to explain his experience.
10. Option (D) is correct. Pathos is an appeal to the emotions of the audience, and incorporating personal connections and stories is one technique for eliciting an emotional response from readers.
11. Option (C) is correct. Headings in an informational text typically present the major idea of each section of the text.

12. Option (C) is correct. The poster encourages people to join in the group and work together.
13. Option (B) is correct. This is a typical definition of traditional phonics instruction.
14. Option (B) is correct. A compound sentence contains at least two independent clauses, which are often joined by a comma and a conjunction.
15. The first sentence contains a split infinitive. In English, an infinitive is the most basic form of the verb and is usually preceded by the preposition "to." A split infinitive occurs when an adverb is placed between "to" and the verb. In the example sentence, the adverb "hastily" is placed between "to" and "clean" to indicate that the cleaning was done hastily. The second sentence contains an error in adjective/adverb usage: the word "quick" is being used as an adverb although it is actually an adjective; it should be replaced by the adverb "quickly." The third sentence contains an error in parallelism. The three verbs in the sentence should be in the same form (i.e., "skating, sledding, and skiing"). The fourth sentence contains an error in subject-verb agreement. Since "Fridays" is plural, the verb form should also be plural. Therefore, "was" should be "were."
16. Option (C) is correct. A subordinate clause cannot stand alone and begins with a subordinating conjunction.
17. Option (A) is correct. The affix *inter-* means between or among. All of the words share this common prefix.
18. Option (C) is correct. A pidgin is a simplified language that develops as a means of communication between two or more groups that do not have a language in common.
19. Option (D) is correct. A grammar guide helps with the proper construction of sentences and proper use of words.
20. The correct answers are (B), (C), and (D). Activating prior knowledge, examining new vocabulary in context, and providing opportunities for students to practice using new vocabulary words are all effective means of teaching vocabulary.
21. Option (C) is correct. The *.org* extension means that the site may belong to a nonprofit organization, though the student would have to confirm it through further investigation.
22. Option (B) is correct. Paragraph I describes three houses standing in a row and relates them to one another according to where in that row each is situated. The words "next to" and "adjacent" are words typically used in descriptions of spatial relationships.
23. Option (A) is correct. Paragraph II describes a series of events that take place over the course of several months. Words and phrases such as "weeks before," "when," "then," and "in the months that followed" relate events sequentially.
24. Option (D) is correct. The organization of paragraph III reflects an order of increasing importance. The features of the car are arranged from the one that should least affect the prospective buyer's decision (appearance) to the one that should most influence the buyer's decision (price). Words such as "more" and "most" help establish the comparative importance of each feature.

25. Option (D) is correct. Holistic evaluation is based on the premise that the overall impact of an essay depends on the integration of different elements of writing, such as organization, development, sentence structure, word choice, and mechanics. Holistic evaluators assign a single score to a student essay based on the total effect to which these elements contribute.
26. Option (B) is correct. Discipline-based inquiry is the practice of learning about a writing form by dissecting it and investigating its parts. It involves analyzing, questioning, and forming conclusions from examples of the writing mode.
27. Option (D) is correct. Learners should be at the center of instruction, and they are more likely to be engaged if they are reading about topics in which they are interested.
28. Option (D) is correct. Proper posture is important for voice projection; poor posture anywhere in the body can lead to excess tension and lack of flexibility in the muscles that assist breathing and speaking.
29. Option (B) is correct. The K-W-L chart can be used to document what students know, what they want to know, and what they learned. This would be an effective means of collecting data on students' prior knowledge in order to effectively inform instruction that meets curricular objectives.
30. Option (D) is correct. The information about the lake's formation provides potential visitors with an overview of the history of the park's landscape, and the details about the park's "wonderful waterfalls" and "numerous hiking trails" serve to generate interest in the activities available for visitors to the park.
31. Option (A) is correct. Political speeches are designed to persuade the listeners that the speaker has solutions to social problems.
32. Option (D) is correct. The excerpt tells a story and contains elements of narrative writing such as setting, theme, and a narrator.

Understanding Question Types

The Praxis assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from seeing them on other standardized tests you have taken. If not, familiarize yourself with them so that you won't have to spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

For most questions you will respond by selecting an oval to choose a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by doing the following.

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text, or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions.

Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essay questions and short-answer questions are types of questions that call for a constructed response.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. For such questions, you must support your position with specific reasons and examples from your own experience, observations, or reading.

Following are a few sample essay topics to review:

- *Brown* v. *Board of Education of Topeka*

  "We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

  A. What legal doctrine or principle, established in *Plessy* v. *Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
  B. What was the rationale given by the justices for their 1954 ruling?

- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*

  - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
  - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- *"Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people who need a job."*

  - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep the following things in mind when you respond to a constructed-response question.

1. **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
2. **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
3. **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
4. **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and should not be filled with unnecessary information.
5. **Take notes on scratch paper so that you don't miss any details.** Then you'll be sure to have all the information you need to answer the question.
6. **Reread your response.** Check that you have written what you intended to write. Do not leave sentences unfinished or omit clarifying information.

General Assistance For The Test

Praxis Interactive Practice Test

This full-length Praxis practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- Timed just like the real test
- Correct answers with detailed explanations
- Practice test results for each content category

ETS provides a free interactive practice test with each test registration. You can learn more here.

Doing Your Best

Strategy and Success Tips

Effective Praxis test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your Praxis test and make the best use of your time. Learn more at Strategy and Tips for Taking a Praxis Test.

Develop Your Study Plan

Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at Develop a Study Plan.

Helpful Links

Ready to Register – How to register and the information you need to know to do so.

Disability Accommodations – Testing accommodations are available for test takers who meet ETS requirements.

PLNE Accommodations (ESL) – If English is not your primary language, you may be eligible for extended testing time.

What To Expect on Test Day – Knowing what to expect on test day can make you feel more at ease.

Getting Your Scores – Find out where and when you will receive your test scores.

State Requirements – Learn which tests your state requires you to take.

Other Praxis Tests – Learn about other Praxis tests and how to prepare for them.



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