

**Competency 003—The beginning Bilingual Education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.**

19. Which of the following would best help English-language learners in a bilingual class improve their decoding of words with long and short/i/ vowel sounds in English (L2)?

- A. Reviewing how the letter/i/ sounds in the students' first language (L1), then teaching the sounds of the letter /i/ in L2
- B. Having the students study the rules of how the long and short vowels can be spelled in L2
- C. Comparing the rules of how the long and short vowels can be spelled in the students' L1 and L2
- D. Developing visual cues that show students when words have the long or short/i/ sound in L2

Answer \_\_\_\_\_

20. A kindergarten bilingual teacher wants to develop English-language learners' (ELLs) phonemic awareness skills in their first language (L1), which is an alphabetic language. Which of the following literacy activities would be most effective to use for the teacher's purpose?

- A. Singing the alphabet song in L1 to ELLs while pointing to each letter on an L1 alphabet chart
- B. Teaching ELLs to distinguish between pictures and print in books in L1 and environmental print
- C. Playing rhyming games with ELLs in L1 and orally retelling stories that feature rhyming words in L1
- D. Teaching ELLs alphabet games in L1 that involve recognizing and writing individual letters in L1

Answer \_\_\_\_\_

21. Mr. Ramirez uses portfolio assessments with a high school science class that includes English-language learners (ELLs). Portfolios are particularly appropriate for ELLs because they are used to

- A. guide teacher instruction based on standards not covered.
- B. evaluate students and determine whether reteaching of content is necessary.
- C. show the students their weaknesses in their English-language proficiency development.
- D. demonstrate student growth over time through the use of multiple indicators.

Answer \_\_\_\_\_

22. In a high school social studies class, students are required to complete daily dialogue journals based on reading passages. A primary benefit of dialogue journal writing for English-language learners is that they

- A. are instructed on the conventions of standard written language based on the errors found in their journal writing.
- B. are provided with opportunities to improve their reading and writing skills by reading aloud their dialogue journals.
- C. can receive more accurate grades on the writing abilities shown in their dialogue journals.
- D. can take more risks in expressing their thoughts through journal writing than they can through oral expression.

Answer \_\_\_\_\_

23. A middle school teacher uses the following word-generation activity for a class that includes English-language learners (ELLs). The teacher writes the word “scribe” on the board and prompts the students to brainstorm all the words they can think of that contain “scribe.” The following are some of the students’ words.

prescribe

transcribe

scribble

subscribe

The teacher then asks the students to examine each word carefully and figure out what words containing “scribe” might mean by orally creating sentences that use the words. The class determines that “scribe” means “to write.” The teacher then revisits each word with the class to see if the meaning matches. The activity best helps the ELLs develop vocabulary by

- A. categorizing new content vocabulary into groups predetermined by the teacher.
- B. comprehending new content vocabulary through analysis.
- C. taking language risks in a rich language environment.
- D. self-selecting new vocabulary that is essential to understanding content-specific concepts.

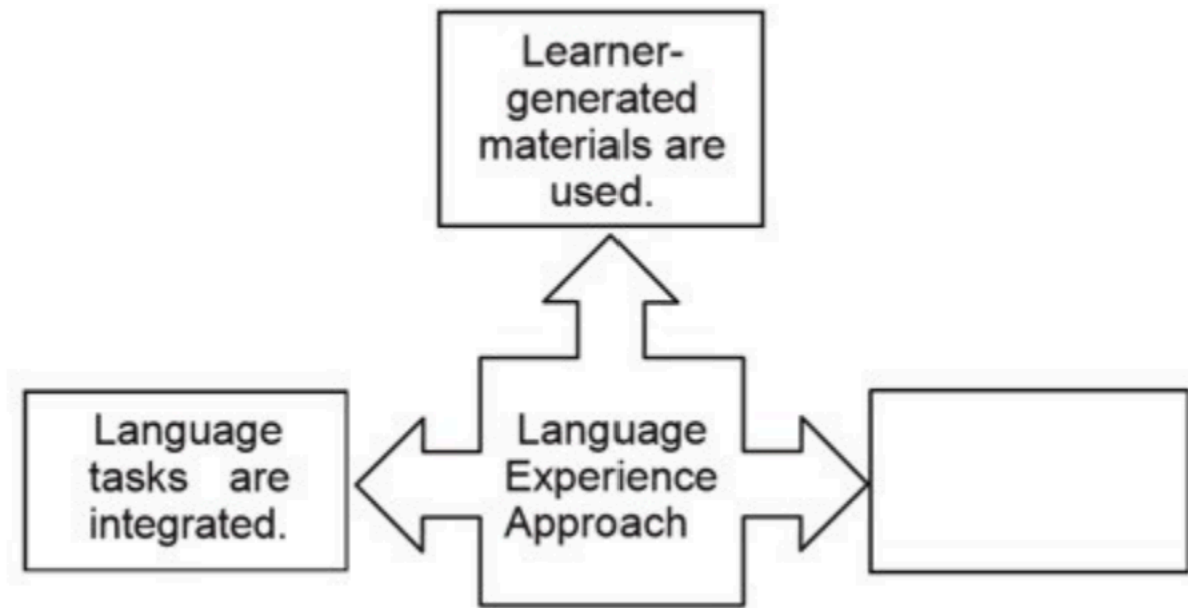
Answer \_\_\_\_\_

24. A primary difference between English and Spanish literacy skill development is that Spanish literacy involves

- A. the manipulation of individual phonemes within words.
- B. several sounds associated with one vowel.
- C. an emphasis on using individual syllables.
- D. the production of onsets and rimes.

Answer \_\_\_\_\_

Use the graphic below to answer the question that follows.



25. Which of the following is an aspect of the language experience approach that correctly completes the graphic?

- A. Lessons are most suitable for use with advanced-level language learners
- B. Learners determine the difficulty level of the vocabulary and grammar
- C. Lessons progress from unknown contexts to familiar contexts
- D. Learners facilitate whole-group discussions

Answer \_\_\_\_\_

26. Which of the following is true according to Cummins' common underlying proficiency (CUP) section of the "dual iceberg" model in relation to English-language learners' (ELLs) first (L1) and second language (L2)?

- A. ELLs have difficulty transferring content knowledge from L1 to L2
- B. ELLs have cognitive academic skills that are readily used in both L1 and L2
- C. ELLs' previous schooling in L1 has little to no effect on academic performance in L2
- D. ELLs show success in L2 academic tasks only when they have mastered basic interpersonal communication skills in L1

Answer \_\_\_\_\_

27. The Texas Education Agency has adopted language-level descriptors and expectations for English-language learners to replace the English as a Second Language (ESL) standards. School districts are required to implement these expectations as an integral part of the curriculum across all content areas and content teachers should use the standards to guide instruction. The expectations are known as the

- A. Texas Essential Knowledge and Skills (TEKS).
- B. English Language Proficiency Standards (ELPS).
- C. Texas English Language Proficiency Assessment System (TELPAS).
- D. Specially Designed Academic Instruction in English (SDAIE).

Answer \_\_\_\_\_