

# Illinois Certification Testing System

## **STUDY GUIDE**

English Language Arts  
(111)



Illinois State Board of Education

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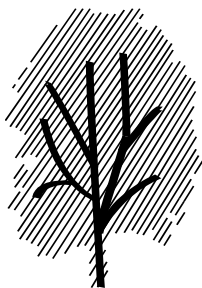
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# **General Information About the Illinois Certification Testing System**

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the Illinois Certification Testing System](#)



## Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Explanation of the Test Score Report**

### INTRODUCTION

The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which certification is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

#### TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

#### *Objective Statement*

**Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.**

### *Descriptive Statements*

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

### **PRACTICE TEST QUESTIONS**

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ICTS test for each field. The practice test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

# ENGLISH LANGUAGE ARTS TEST OBJECTIVES

- I. Reading
- II. Writing and Research
- III. Speaking and Listening
- IV. Literature

## SUBAREA I—READING

### **0001 Understand the nature, development, and importance of reading in all content areas.**

For example:

- Recognize that literacy is a lifelong activity that promotes personal fulfillment and successful functioning in society, including participation as a citizen.
- Recognize reading as a process of constructing meaning through the interaction of the reader's existing knowledge and experiences, the information suggested by the written language, and the context of the reading situation.
- Recognize language development, cognition, and learning as applied to reading development.
- Recognize the roles of motivation and interest in reading.
- Recognize cultural, linguistic, and ethnic diversity and their relationships to reading development.
- Recognize the roles that various language components play in reading development, including knowing about the phonemic (sounds of language), morphemic (words and meaningful parts of language), semantic (meaning), syntactic (sentence structure), and pragmatic (how language works in a social context) components of language.
- Recognize the relationships of reading to writing, listening, and speaking and know strategies for integrating these through instruction.
- Recognize strategies for using reading in all content areas.
- Recognize the home and school experiences that impact literacy development.

**0002 Demonstrate knowledge of selection and use of various materials to plan reading instruction appropriate to students' knowledge and abilities.**

For example:

- Demonstrate knowledge of a variety of both fiction and nonfiction materials that can be used for teaching reading.
- Demonstrate knowledge of how to create, organize, and use a classroom library.
- Demonstrate knowledge of strategies for analyzing and evaluating the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- Demonstrate knowledge of strategies for selecting materials (including technological tools) based on students' interests, knowledge and experiences, cultural backgrounds, and developmental levels.
- Recognize the use of standardized and informal reading assessments (including ongoing observations) and understand the implications of cultural, linguistic, and ethnic differences for interpretation of assessments.
- Demonstrate knowledge of strategies for planning, organizing, and managing reading instruction to create a positive environment that encourages independent reading.
- Demonstrate knowledge of strategies for engaging parents in the educational process and for communicating with them about their children's reading progress.
- Recognize when a student's reading problems justify referral to appropriate special services.

**0003 Demonstrate knowledge of strategies for teaching and assessing student knowledge of word identification and vocabulary.**

For example:

- Demonstrate knowledge of strategies for teaching English spelling and word patterns (e.g., prefixes, suffixes, root words).
- Demonstrate knowledge of strategies for assessing students' reading abilities.
- Recognize the role of vocabulary in reading comprehension and learning from text in various subject areas.
- Demonstrate knowledge of strategies for teaching vocabulary effectively (e.g., using context and reference materials, word play, games, dramatization activities).
- Demonstrate knowledge of how to use technology to enhance and encourage vocabulary skills.

**0004 Demonstrate knowledge of identifying and implementing appropriate strategies using oral language to help students develop reading skills.**

For example:

- Recognize the implications of differences in students' dialects and language when reading.
- Demonstrate knowledge that oral reading requires accuracy, speed, and expression and understand its role in reading development.
- Recognize similarities and differences in oral and written language learning and know how to effectively use oral language activities to teach reading (e.g., readers' theater, choral reading, shared reading, enactment).
- Recognize the relationship between oral and silent reading.
- Demonstrate knowledge of how to use predictable books, poetry, and songs as the basis for fluency development.
- Demonstrate knowledge of how to assess students' reading fluency.

**0005 Demonstrate knowledge of strategies for teaching and assessing student reading comprehension.**

For example:

- Recognize the relationship between listening comprehension and reading comprehension.
- Demonstrate knowledge of how types of questions affect reading comprehension and how they can be used to promote comprehension and learning expected in different subject areas.
- Demonstrate knowledge of strategies for encouraging students to respond personally in a variety of formats (e.g., writing, enactment, art, discussion, multimedia presentations) to literary and informational materials.
- Demonstrate knowledge of strategies for previewing and preparing to read a text effectively.
- Demonstrate knowledge of strategies for monitoring comprehension and for correcting confusions and misunderstandings that arise during and after reading.
- Demonstrate knowledge of strategies for helping students identify organizational patterns common to informational texts to improve understanding and recall of text.

## SUBAREA II—WRITING AND RESEARCH

### **0006 Recognize and understand various rhetorical strategies within writing processes.**

For example:

- Recognize that varying purposes and audiences call for different forms, prewriting strategies, organizational strategies, styles, formats, rules of evidence, and composing processes.
- Demonstrate knowledge of writing processes for a variety of writing genres (e.g., narrative, expository, persuasive).
- Recognize write-to-discover strategies such as journaling, log writing, sixty-second writing, and free writing.
- Recognize a variety of prewriting strategies for generating and organizing ideas (e.g., mapping, listing, outlining, drafting, graphic organizing).
- Recognize how to write clear and effective prompts that challenge students to practice a variety of prewriting and writing strategies for different rhetorical situations.
- Recognize various response strategies for helping students revise texts for appropriateness in a variety of rhetorical situations.

### **0007 Demonstrate knowledge of composition, including drafting strategies, necessary for writing in various rhetorical situations (e.g., short stories, letters, essays, reports).**

For example:

- Recognize the elements of composition (e.g., thesis development, focus, organization, support and elaboration, paragraph unity, coherence) in a variety of rhetorical situations.
- Recognize how to compose writing prompts that provide opportunities to practice drafting documents.
- Recognize that drafting is an important recursive component in the writing process.
- Demonstrate knowledge of the conventions of spelling, sentence construction, and usage (e.g., capitalization, punctuation, appropriate use of the eight parts of speech, syntax, diction).
- Demonstrate knowledge of how to use modifiers to expand ideas, transitions to produce an effective control of language and ideas, and effective paragraph organization.
- Recognize teacher/peer conference techniques that assist students with the drafting of documents.
- Demonstrate knowledge of strategies for using technology to facilitate recursive drafting of composition.

**0008 Demonstrate knowledge of strategies for revising, editing, and proofreading documents that address various rhetorical situations and know how to prepare various documents for publication.**

For example:

- Recognize the importance and value of revising and editing as recursive components of the writing process.
- Recognize that English conventions, style, diction, voice, and rhetorical situation drive the revision component of the writing process.
- Demonstrate knowledge of revision strategies appropriate to a variety of writing genres and rhetorical situations and understand how to provide practice of revising and editing techniques.
- Recognize and demonstrate English conventions including usage, semantics, syntax, morphology, and phonology and the application of language structure and conventions in the critiquing and editing of written documents.
- Recognize the value of self-editing and peer response as strategies within the writing process.
- Recognize the importance and value of publishing as an integral component of the writing process and know specific formats required for publishing a variety of written documents for different rhetorical situations.
- Demonstrate knowledge of how to use technology to produce written documents suitable for submission or publication.

**0009 Demonstrate knowledge of strategies for locating, analyzing, evaluating, and organizing information from print and electronic resources that express various perspectives.**

For example:

- Recognize methods of information acquisition from a variety of sources (e.g., books, interviews, CD-ROMs, Web sites, library reference materials).
- Recognize criteria (e.g., purpose, credibility, reliability, validity, perspectives of the author, content quality) and methods for evaluating primary and secondary research sources.
- Recognize diversity issues within reference materials and distinguish among them to address diverse student needs.
- Recognize the power and potential of print and nonprint media to facilitate understanding and critical analysis of contemporary culture.
- Recognize planning and organizational strategies (e.g., note taking, graphic organizing, sequencing, prioritizing, outlining) in both print and electronic formats for a variety of research projects.

**0010 Demonstrate knowledge of how to synthesize and apply acquired information, concepts, and ideas to communicate in a variety of formats for a variety of purposes.**

For example:

- Demonstrate knowledge of how to synthesize and logically sequence information from a variety of sources (e.g., letters, stories, reports, other communicated products).
- Demonstrate knowledge of how to support and defend a thesis statement through effective communication of documented information (e.g., research papers, debates, narratives, expositions, multimedia presentations).
- Recognize and evaluate the critical attributes of effective oral, visual, and written communication for a variety of purposes.
- Recognize proficiency expectations for a variety of technology skills (e.g., word processing, Internet access and function, presentation and hypertext software use).
- Recognize the ethical attributes of responsible research and reporting.
- Demonstrate knowledge of resources providing citation formats (e.g., works cited, bibliography) and understand the importance of ethical standards when preparing a research product within any concept, genre, or situation.

### SUBAREA III—SPEAKING AND LISTENING

#### **0011 Demonstrate knowledge of oral communication components and strategies for constructing oral presentations.**

For example:

- Identify the communication process as nonlinear, including communicators, verbal and nonverbal messages, feedback, and noise/interference.
- Demonstrate knowledge of purposes and functions of communication and oral presentations.
- Recognize criteria for selecting content and support for a given communication situation and know the various types and strengths of supporting materials.
- Recognize the importance of using and citing accurate and relevant material when communicating.
- Demonstrate knowledge of a variety of organizational formats appropriate for different speaking situations and understand the importance of adapting communication to the situation, setting, and context.
- Demonstrate knowledge of types of delivery and their uses and effects.
- Demonstrate knowledge of how to use electronic media for effective communication.
- Recognize strategies for analyzing and communicating with diverse audiences.
- Recognize that communication choices should be made with a sensitivity to listeners' backgrounds.
- Recognize the difference between supportive and nonsupportive audiences and appropriate strategies for addressing those audiences.
- Demonstrate knowledge of strategies for recognizing when a message is not understood and for making adjustments to presentations to clarify and promote understanding.
- Understand the differences among the purposes for speaking and appropriate strategies for each purpose.

**0012 Demonstrate knowledge of the communication process components for evaluating oral messages.**

For example:

- Recognize the responsibilities of listeners and the role of feedback in communication.
- Demonstrate knowledge of various types and purposes of listening and the skills unique to each type or purpose.
- Recognize the roles and responsibilities of the listener and know appropriate and effective listening responses across a variety of communication situations.
- Demonstrate knowledge of strategies for analyzing spoken messages (e.g., questioning, perception checking, summarizing, paraphrasing) to understand and evaluate stated and implied meanings.
- Recognize criteria (e.g., topic, context, goals) for evaluating the content, organization, and support of communication strategies and for evaluating oral messages on the basis of their purpose, quality, and appropriateness.
- Recognize the effects of physical and physiological conditions on listening.
- Demonstrate knowledge of listening barriers such as bias, close-mindedness, preconceived attitudes, indifference, and emotional involvement in communication situations.
- Demonstrate knowledge of the effects of listener apprehension.
- Demonstrate knowledge of questioning skills for interviewing and gathering first-hand information.

**0013 Understand that communication may influence and be influenced by people and their relationships with one another and by communication anxiety and understand the importance and ethical responsibilities of adapting communication to audience needs, the situation, and the setting.**

For example:

- Recognize the influence of context on communication.
- Recognize and understand the individual and social factors that may lead to communication anxiety.
- Recognize strategies to help minimize and/or manage communication anxiety.
- Recognize strategies for appropriate and effective small-group communication, including components and group variables (e.g., roles, norms, leadership).
- Demonstrate knowledge of problem-solving strategies that can be used in group situations.
- Demonstrate knowledge of the relationship between nonverbal and verbal communication and how vocal qualities (e.g., pitch, rate, tone, volume) and verbal and nonverbal cues can help clarify the meaning, organization, and goals of speaking.
- Recognize the importance of freedom of speech and ethical communication in a democratic society.
- Recognize the ethical responsibility to challenge harmful stereotypical or prejudicial communication and to use inclusive language when addressing others.
- Demonstrate knowledge of the differences among oral, written, and electronic communication processes.
- Recognize the roles of interpersonal skills in maintaining relationships.
- Demonstrate knowledge of strategies for appropriately and effectively negotiating and solving problems in various situations and settings.

**SUBAREA IV—LITERATURE**

**0014 Recognize and analyze the distinctive features and historical development of various genres and recognize recurrent themes in all genres.**

For example:

- Identify and analyze the defining characteristics of a variety of literary forms and genres (e.g., short stories, novels, drama, fables, myths, biographies, autobiographies, essays, poetry, folk tales, legends, fiction, nonfiction, fantasy, documentaries).
- Identify, compare, and contrast recurring themes across diverse literary works from a variety of societies, eras, cultures, traditions, and genres.
- Analyze the development of form, style, and point of view and their purpose in American, British, and world literature.
- Analyze the form, content, purpose, and major themes of American, British, and world literature in their historical perspectives.

**0015 Recognize and analyze literary elements and techniques and how they convey meaning in classic and contemporary literature from a variety of eras, cultures, traditions, genres, and media.**

For example:

- Identify and analyze literary elements (e.g., character, plot, setting, theme, conflict, resolution, climax, mood) and understand their influence on the effectiveness of a literary piece.
- Identify a variety of literary techniques and devices (e.g., figurative language, allusion, foreshadowing, flashback, suspense, dialogue, description, word choice, dialect, images, characterization, narration, symbolism) in classic and contemporary literature representing a variety of genres and media.
- Identify and analyze the ways in which an author uses language structure, literary form, point of view, word choice, style, and format to convey the author's viewpoint and to elicit an emotional response from the reader.

**0016 Understand general skills, strategies, and purposes for reading literature and know how to select and use literary materials appropriate to the age and developmental level of learners.**

For example:

- Recognize the importance of using a wide variety of print and electronic materials throughout the curriculum, including high-quality children's and young adults' literature and diverse expository materials appropriate to the age, developmental level, and interests of the learner.
- Recognize the value of reading aloud to learners using a variety of genres and the importance of providing time for reading of entire texts for authentic purposes.
- Recognize how making inferences; drawing conclusions; making comparisons from personal, creative, and critical points of view; and sharing responses with peers encourages learners to respond personally to literature.
- Recognize that learners have a variety of responses to literature.
- Recognize that literature can be a means for transmitting moral and cultural values within a community.
- Recognize how literary works can be related to people, perspectives, and personal experiences.
- Recognize how knowledge gained from literature can be used to understand contemporary and historical economic, social, and political issues and events.

## ENGLISH LANGUAGE ARTS PRACTICE TEST QUESTIONS

- Which of the following theories of learning emphasizes the roles of background knowledge and context in the reading process?
  - behaviorism
  - constructivism
  - nativism
  - cognitivism
- An eighth grade student has weak phonics skills. A variety of the language arts teacher's instructional strategies have been unsuccessful in improving the student's ability to rapidly decode unfamiliar, phonetically regular words. This teacher could best respond by taking which of the following steps *next*?
  - Collaborate with the school's special education teacher to design an instructional intervention to improve the student's phonics skills.
  - Help the student compensate for this reading difficulty by developing the student's skill in using context and other word identification strategies.
  - Consult with the school's reading specialist about screening the student for a possible reading disability.
  - Interview the student's parents or guardians to determine whether personal or social factors are affecting the student's learning.
- An English teacher designs an activity in which students work together to identify as many words as possible that share a common root (e.g., *transport*, *portable*, *export*). This activity is most likely to promote students' vocabulary development by helping the students learn to:
  - use a word's grammatical category to infer its meaning.
  - distinguish between a word's denotative meaning and its connotative meaning.
  - infer the meaning of an unfamiliar word by analyzing its structure.
  - determine which of several meanings of a word is most likely in a given context.
- An eighth grade student who is a struggling reader will participate in a program in which older students read aloud predictable or rhyming books to early-elementary students. This activity is most likely to promote the eighth grade student's reading development in which of the following ways?
  - motivating the student to read age-appropriate literature
  - developing the student's phonemic awareness
  - encouraging the student to use metacognitive strategies
  - improving the student's reading fluency

5. Which of the following types of instructional activities for middle school students is likely to be most effective in promoting the students' oral reading fluency?
- A. preparing and delivering brief, extemporaneous speeches based on assigned reading
  - B. using interactive journal writing to reflect on literary texts
  - C. creating graphic organizers to summarize information in nonfiction texts
  - D. rehearsing and performing readers' theater productions
6. A high school English teacher could best model how to apply comprehension strategies such as predicting and questioning by:
- A. asking students a series of open-ended questions about a selection.
  - B. drawing a semantic map on the board based on information in a informational text.
  - C. retelling a short story after students have silently read the text.
  - D. engaging in a think-aloud process while reading aloud a selection to the class.
7. As part of an essay-writing assignment, a high school student has selected a main idea but is having difficulty figuring out which details to include. Which of the following prewriting strategies is likely to be most effective in addressing this difficulty?
- A. listing
  - B. brainstorming with a classmate
  - C. freewriting
  - D. creating a semantic map

**Read the passage below; then answer the two questions that follow.**

<sup>1</sup>It is not often that the publication of a single book marks an important turning point in the emergence of a major social movement. <sup>2</sup>But Betty Friedan's *The Feminine Mystique* did just that. <sup>3</sup>Unlike most books, Friedan struck a nerve in her widely read work. <sup>4</sup>In the book, she used a number of case studies to examine the alienation felt by many American housewives. <sup>5</sup>These were women who had been told that marriage and family provided all one could reasonably expect from life and later found that it did not. <sup>6</sup>Friedan's book tried to explain this discrepancy by looking at the ways in which educators, women's magazines, and advertisers manipulated the feminine mystique to convince women that happiness was a house filled with the latest consumer goods.

<sup>7</sup>The women who responded to Friedan's message did not immediately take their case into the streets. <sup>8</sup>They did, however, begin to reexamine their lives. <sup>9</sup>Many also began searching, often outside the home, for new means of achieving the sense of fulfillment they had been promised.

8. Which of the following sentences should be revised to correct a misplaced modifier?

- A. Sentence 3
- B. Sentence 6
- C. Sentence 7
- D. Sentence 9

9. Which of the following revisions is needed to correct an error in usage?

- A. Sentence 1: Change that to when.
- B. Sentence 2: Delete just.
- C. Sentence 5: Change it to they.
- D. Sentence 9: Insert that after fulfillment.

10. Which of the following statements best describes the most important advantage of posting student writing on a Web site?
- A. It provides an interactive forum in which students can judge each other's writing.
  - B. Being able to present one's work in a public medium encourages students to work in diverse genres.
  - C. It allows students to assess the quality of their own writing.
  - D. Being able to communicate with a real-life audience gives students incentives to improve their writing.
11. The reading technique of scanning is likely to be most effective for a reader who wants to:
- A. determine an author's logic.
  - B. locate specific examples of a process described by the author.
  - C. assess an author's credibility.
  - D. synthesize information from a text to develop a thesis.
12. While conducting research on the Internet, a student comes across a Web site containing brief excerpts from a variety of famous nineteenth-century speeches. The student would like to incorporate several of these excerpts into a research paper. Before doing so, it is most important that the student:
- A. determine whether the author of the Web site is an authority on the period.
  - B. check the excerpts against primary sources to ensure that they have not been taken out of context.
  - C. check whether any of the Web site's links provide additional information relating to the speakers.
  - D. examine secondary sources to establish the historical context of the speeches.
13. A political speaker is scheduled to give a speech to an audience of constituents. To prepare for the speech, the speaker studies the demographic profile of the audience so that generalizations made in the speech can be designed to appeal to specific segments of the audience. When analyzing and using data in this way, it is most important for the speaker to:
- A. plan to spend an equal amount of time speaking to each segment of the audience.
  - B. inform the audience that demographic data has been used in the preparation of the speech.
  - C. ensure that any generalizations used in the speech are not stereotypical in nature.
  - D. provide full source citations for any demographic data used in the preparation of the speech.

14. Which of the following best describes why indirect listener feedback is important to a speaker?
- A. It prevents the speaker from accidentally offending the listener.
  - B. It allows the speaker to prevent external interference from inhibiting the reception of his or her message.
  - C. It helps the speaker overcome communication anxieties.
  - D. It enables the speaker to calculate the effect that his or her message is having on the listener.
15. A high school student often experiences listener apprehension when talking with teachers and has difficulty understanding and recalling what they say. When discussing this problem with an English teacher, the student says: "I listen really really hard to every single thing they say, but it's just too hard to remember it all!" Which of the following responses by the English teacher is likely to be most helpful to the student in addressing this difficulty?
- A. "Try to stop worrying about your own reactions and what people think of you. Concentrate instead on analyzing the content and tone of the speaker's message."
  - B. "Even good listeners can have trouble paying attention. When your mind starts to wander, make a conscious effort to refocus on the speaker."
  - C. "You may be jumping to conclusions about what the speaker is saying and misunderstanding the message. Use critical-thinking skills to analyze each point the speaker makes."
  - D. "Sometimes a person can listen *too* hard. It isn't necessary or even possible to remember every detail of what a person says. Concentrate on getting the main ideas."

16. A speaker is nervous about delivering a presentation to a large, formal audience. Which of the following strategies is likely to be most effective in minimizing the speaker's communication anxiety?
- A. acknowledging the nervousness to the audience at the outset of the presentation
  - B. memorizing every word and detail of the presentation as if it were a stage performance
  - C. preparing mentally for probable mistakes and planning ways to recover when such errors occur
  - D. being careful and thorough in preparing for the speech and allowing plenty of time to rehearse
17. The literary works of contemporary writers Toni Morrison, Salman Rushdie, and Gabriel Garcia Marquez tend to share which of the following characteristics?
- A. the depiction of a simple and orderly world view
  - B. an emphasis on traditional literary structures
  - C. a derision of the ideal of spiritual redemption
  - D. the use of experimental narrative forms

**Read the poem below, "I Hear America Singing" by Walt Whitman; then answer the two questions that follow.**

I hear America singing, the varied carols I hear,  
Those of mechanics, each one singing his as it should be blithe and strong,  
The carpenter singing his as he measures his plank or beam,  
The mason singing his as he makes ready for work, or leaves off work,  
The boatman singing what belongs to him in his boat, the deckhand singing on the steamboat deck,  
The shoemaker singing as he sits on his bench, the hatter singing as he stands,  
The wood-cutter's song, the ploughboy's on his way in the morning, or at noon intermission or at  
sundown,  
The delicious singing of the mother, or of the young wife at work, or of the girl sewing or washing,  
Each singing what belongs to him or her and to none else,  
The day what belongs to the day—at night the party of young fellows, robust, friendly,  
Singing with open mouths their strong melodious songs.

18. Which of the following techniques is used in this poem to enhance the impression of multiple voices raised in song?
- A. internal rhymes
  - B. syntactic parallelism
  - C. metrical regularity
  - D. onomatopoeia
19. The verse form of this poem contributes to its meaning primarily by:
- A. emphasizing the diverse individual cadences found in the voices of the American people.
  - B. illustrating his qualifications as a poetic spokesperson for the American people.
  - C. allowing him to celebrate the patriotic unity and loyalty of the American people.
  - D. establishing a metaphor for the disciplined industriousness of the American people.

20. While reading an assigned novel, each student in a ninth grade English class compiles a scrapbook that a central character from the novel might have kept. The items in the scrapbook may include significant items that are mentioned in the novel as well as other items that are not specifically mentioned but are in keeping with the character. Which of the following extensions of this activity would best promote students' skill in interpreting and analyzing characters in fiction texts?
- A. Students present a portion of their scrapbooks to the class and explain what the items reveal about the character.
  - B. Students vote on which scrapbook best reflects the designated character from the novel.
  - C. Students compile another scrapbook for a secondary character in the novel and write a paragraph comparing the two scrapbooks.
  - D. Students make changes in their scrapbooks based on feedback from the teacher and from other students in the class.

## ANSWER KEY

This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

<b>Question Number</b>	<b>Correct Response</b>	<b>Test Objective</b>
1.	B	Understand the nature, development, and importance of reading in all content areas.
2.	C	Demonstrate knowledge of selection and use of various materials to plan reading instruction appropriate to students' knowledge and abilities.
3.	C	Demonstrate knowledge of strategies for teaching and assessing student knowledge of word identification and vocabulary.
4.	D	Demonstrate knowledge of identifying and implementing appropriate strategies using oral language to help students develop reading skills.
5.	D	Demonstrate knowledge of identifying and implementing appropriate strategies using oral language to help students develop reading skills.
6.	D	Demonstrate knowledge of strategies for teaching and assessing student reading comprehension.
7.	D	Recognize and understand various rhetorical strategies within writing processes.
8.	A	Demonstrate knowledge of composition, including drafting strategies, necessary for writing in various rhetorical situations (e.g., short stories, letters, essays, reports).
9.	C	Demonstrate knowledge of composition, including drafting strategies, necessary for writing in various rhetorical situations (e.g., short stories, letters, essays, reports).
10.	D	Demonstrate knowledge of strategies for revising, editing, and proofreading documents that address various rhetorical situations and know how to prepare various documents for publication.
11.	B	Demonstrate knowledge of strategies for locating, analyzing, evaluating, and organizing information from print and electronic resources that express various perspectives.
12.	B	Demonstrate knowledge of how to synthesize and apply acquired information, concepts, and ideas to communicate in a variety of formats for a variety of purposes.
13.	C	Demonstrate knowledge of oral communication components and strategies for constructing oral presentations.

*(continued on next page)*

<b>Question Number</b>	<b>Correct Response</b>	<b>Test Objective</b>
14.	D	Demonstrate knowledge of the communication process components for evaluating oral messages.
15.	D	Demonstrate knowledge of the communication process components for evaluating oral messages.
16.	D	Understand that communication may influence and be influenced by people and their relationships with one another and by communication anxiety and understand the importance and ethical responsibilities of adapting communication to audience needs, the situation, and the setting.
17.	D	Recognize and analyze the distinctive features and historical development of various genres and recognize recurrent themes in all genres.
18.	B	Recognize and analyze literary elements and techniques and how they convey meaning in classic and contemporary literature from a variety of eras, cultures, traditions, genres, and media.
19.	A	Recognize and analyze literary elements and techniques and how they convey meaning in classic and contemporary literature from a variety of eras, cultures, traditions, genres, and media.
20.	A	Understand general skills, strategies, and purposes for reading literature and know how to select and use literary materials appropriate to the age and developmental level of learners.

### **OVERVIEW**

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Certification Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for each content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial certificate in Illinois.

### **Passing Score**

To pass a content-area test you must obtain a scaled total test score of 240 or above.

### **Total Test Score**

The total test score is based on your performance on the entire test, specifically the number of multiple-choice questions you answered correctly.

### **Subarea Scores**

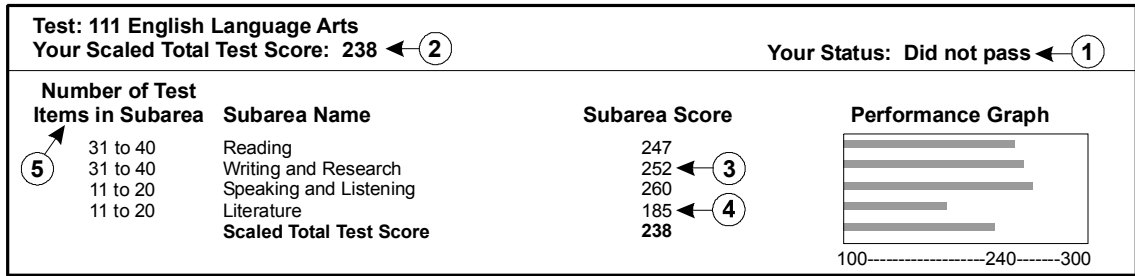
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

### **Reporting of Scores**

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

## READING YOUR REPORT: A SAMPLE

A sample of an English Language Arts test score report is provided below.



According to the above sample, the examinee did not pass the English Language Arts test ①, because the examinee's total test score of 238 ② is below the passing score of 240.

The examinee did better on the Writing and Research section ③ of the test than on the Literature section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.