

PRACTICE EXAM 13: ESOL/ESL TEACHER CERTIFICATION (120 QUESTIONS)

This representative practice exam contains 120 multiple-choice questions covering language development, instruction, assessment, literacy, and culturally responsive practice. Select the best answer for each question. It is designed for study and does not represent an official state examination or passing score.

1. In a new classroom scenario, a student needs to organize ideas before writing an explanation. The best support is
 - A. a silent test on punctuation names. This occurs during the planned classroom lesson.
 - B. a teacher-written response to copy exactly. This occurs during the planned classroom lesson.
 - C. a longer spelling list without a writing task.
 - D. a sequence organizer with labeled steps and key vocabulary.

2. In a new classroom scenario, which practice best supports listening comprehension of a classroom lecture?
 - A. Test spelling before explaining the lesson. This occurs during the planned classroom lesson.
 - B. Require learners to write every word verbatim. This occurs during the planned classroom lesson.
 - C. Preview key terms and give learners a purpose for listening.
 - D. Remove all visual references to the topic. This occurs during the planned classroom lesson.

3. In a new classroom scenario, which assessment most directly measures pronunciation intelligibility?
 - A. Have the learner communicate a short message to an unfamiliar listener.
 - B. Ask the learner to underline all verbs in a paragraph.
 - C. Give a multiple-choice test on punctuation. This occurs during the planned classroom lesson.
 - D. Score the learner's handwriting neatness. This occurs during the planned classroom lesson.

4. In a new classroom scenario, a learner speaks fluently in familiar situations but struggles in a formal presentation. The teacher should

- A. remove all future presentation opportunities. This occurs during the planned classroom lesson.
- B. teach planning and rehearsal for the specific academic speaking context.
- C. focus solely on handwriting practice. This occurs during the planned classroom lesson.
- D. assume the learner has no oral language ability.

5. In a new classroom scenario, which support helps learners understand figurative language?

- A. Discuss the literal image and the intended meaning in context.
- B. Avoid using literature with figurative language. This occurs during the planned classroom lesson.
- C. Tell learners every phrase means exactly what its words say.
- D. Require them to memorize the phrase without an example.

6. In a new classroom scenario, a teacher wants a final lesson task to integrate listening and speaking. The best choice is

- A. complete a silent spelling list with no listening. This occurs during the planned classroom lesson.
- B. listen to a short explanation and orally retell the key steps.
- C. copy a teacher note without responding. This occurs during the planned classroom lesson.
- D. sort words by alphabetic order only. This occurs during the planned classroom lesson.

7. In a new classroom scenario, a teacher says a word naturally and students mark stressed syllables. This targets

- A. paragraph unity in formal writing.
- B. the use of library call numbers.
- C. alphabetical order in a word list.
- D. word stress and intelligibility in spoken English.

8. In a new classroom scenario, which activity helps learners understand how paragraphs are organized?

- A. Recite a grammar definition without examples. This occurs during the planned classroom lesson.
- B. List all vowels in each sentence. This occurs during the planned classroom lesson.
- C. Sort sentences into a topic sentence, details, and conclusion.
- D. Translate the paragraph one word at a time.

9. In a new classroom scenario, which practice helps students notice subject-verb agreement in their own writing?

- A. Ask students to memorize an unrelated list of nouns. This occurs during the planned classroom lesson.
- B. Correct every sentence without showing the pattern. This occurs during the planned classroom lesson.
- C. Use guided editing that compares the subject with the verb in context.
- D. Avoid revising completed writing. This occurs during the planned classroom lesson.

10. In a new classroom scenario, a teacher needs to check a learner's understanding of a science concept without overemphasizing English accuracy. The best approach is

- A. replace the science question with a spelling test.
- B. use visuals and allow a supported explanation of the concept.
- C. wait until the learner is fully fluent to assess science.
- D. grade only minor grammar errors in the response.

11. In a new classroom scenario, which task most directly assesses a learner's ability to summarize?

- A. State the central ideas in fewer words without adding minor details.
- B. Identify the page margin size. This occurs during the planned classroom lesson.
- C. Copy the first paragraph exactly. This occurs during the planned classroom lesson.
- D. List every unfamiliar word alphabetically. This occurs during the planned classroom lesson.

12. In a new classroom scenario, which activity best helps learners identify a main idea?

- A. Copy every detail from the paragraph in order. This occurs during the planned classroom lesson.
- B. Count the number of words in each sentence. This occurs during the planned classroom lesson.
- C. Underline all capital letters in the text. This occurs during the planned classroom lesson.
- D. Choose the sentence that states what the entire paragraph is mostly about.

13. In a new classroom scenario, a teacher groups words such as actor, teacher, and runner. The focus is

- A. suffixes that identify people associated with actions.
- B. the difference between formal and informal greetings.
- C. the order of events in a narrative.
- D. sentence-ending intonation patterns. This occurs during the planned classroom lesson.

14. In a new classroom scenario, which response shows that a teacher values a learner's home language?

- A. treat translation as proof of low ability.
- B. insist that home-language knowledge has no value.
- C. Invite strategic connections between home-language knowledge and English learning.
- D. prohibit all family communication about schoolwork. This occurs during the planned classroom lesson.

15. In a new classroom scenario, which support most helps a learner follow a multistep oral direction?

- A. Give the directions only once with no pauses. This occurs during the planned classroom lesson.
- B. Provide a written final answer instead of directions. This occurs during the planned classroom lesson.
- C. Ask the learner to wait until others finish. This occurs during the planned classroom lesson.
- D. Repeat the steps in chunks and have the learner demonstrate each one.

16. In a new classroom scenario, a teacher asks students to distinguish fact from opinion in an article. This primarily develops

- A. rhyming awareness in songs.
- B. critical reading and evidence evaluation.
- C. memorization of isolated suffixes.
- D. letter formation in handwriting.

17. In a new classroom scenario, which is a productive use of wait time after a question?

- A. Repeat the question louder without changing support. This occurs during the planned classroom lesson.
- B. Answer immediately before anyone can think. This occurs during the planned classroom lesson.
- C. Call only on learners who respond first. This occurs during the planned classroom lesson.
- D. Give learners time to process, formulate, and extend a response.

18. In a new classroom scenario, which practice best supports a learner beginning to read English print?

- A. Teach paragraph conclusions before letter recognition. This occurs during the planned classroom lesson.
- B. Connect spoken words to letters and sounds in meaningful words.
- C. Use only advanced informational articles. This occurs during the planned classroom lesson.
- D. Avoid reading aloud and word play. This occurs during the planned classroom lesson.

19. In a new classroom scenario, a teacher uses a checklist during conferences about a writing draft. This is primarily

- A. an assessment of physical education skills.
- B. a replacement for examining student work.
- C. formative feedback that guides the next revision.
- D. a final accountability test with no feedback.

20. In a new classroom scenario, which strategy helps a learner clarify an unknown word while reading?

- A. Reread the sentence and use surrounding information to infer meaning.
- B. Ask a peer to complete the reading. This occurs during the planned classroom lesson.
- C. Skip the entire page whenever a word is unfamiliar.
- D. Assume the first dictionary definition always fits. This occurs during the planned classroom lesson.

21. In a new classroom scenario, which type of vocabulary is especially useful across school subjects?

- A. Only slang used in one social group.
- B. Names of every student in the school.
- C. Random low-frequency words without context. This occurs during the planned classroom lesson.
- D. General academic words such as analyze, compare, and justify.

22. In a new classroom scenario, a teacher uses a word wall during a unit. To be effective, it should

- A. include meaningful words that are revisited and used in tasks.
- B. contain only teacher notes that students cannot access.
- C. replace all reading and speaking activities. This occurs during the planned classroom lesson.
- D. display unrelated words that students never encounter. This occurs during the planned classroom lesson.

23. In a new classroom scenario, which strategy helps students revise word choice?

- A. Grade only the number of words written. This occurs during the planned classroom lesson.
- B. Ask them to delete all descriptive language. This occurs during the planned classroom lesson.
- C. Have students replace vague words with precise words from a word bank.
- D. Tell them revision means copying the same draft. This occurs during the planned classroom lesson.

24. In a new classroom scenario, which teacher action most promotes language production after a video?

- A. Play the video repeatedly without a response task. This occurs during the planned classroom lesson.
- B. Ask learners to discuss a claim using notes from the video.
- C. Give a vocabulary quiz before viewing. This occurs during the planned classroom lesson.
- D. Tell students not to speak until the next class.

25. In a new classroom scenario, an English learner knows a concept but uses a vague word such as thing. The best instruction is

- A. replace content lessons with isolated phonics drills.
- B. grade the learner only on speed of response.
- C. model precise subject vocabulary in meaningful sentences.
- D. tell the learner to avoid answering questions.

26. In a new classroom scenario, a teacher gives students sentence starters before a debate. The starters should primarily

- A. make the content question easier by removing it.
- B. provide the exact opinion each student must hold.
- C. replace student-to-student interaction entirely. This occurs during the planned classroom lesson.
- D. support claims, evidence, agreement, and respectful disagreement.

27. In a new classroom scenario, which activity builds awareness of prefixes and word families?

- A. Generate words using a common prefix and discuss the meaning change.
- B. Copy a list of unrelated capital cities. This occurs during the planned classroom lesson.
- C. Count punctuation marks in a paragraph. This occurs during the planned classroom lesson.
- D. Practice only silent reading speed. This occurs during the planned classroom lesson.

28. In a new classroom scenario, a learner is quiet during whole-group discussions. Which option is most supportive?

- A. Assume silence means the learner understands nothing.
- B. Offer preparation time and a structured small-group contribution first.
- C. Exclude the learner from all discussions. This occurs during the planned classroom lesson.
- D. Require an immediate long speech without planning.

29. In a new classroom scenario, which practice supports learners in becoming independent strategy users?

- A. Avoid asking learners to explain their thinking. This occurs during the planned classroom lesson.
- B. Use the strategy secretly so learners cannot notice it. This occurs during the planned classroom lesson.
- C. Give answers before learners attempt a task. This occurs during the planned classroom lesson.
- D. Name the strategy, model it, and have learners reflect on when to use it.

30. In a new classroom scenario, which task most directly develops skimming?

- A. Read every sentence slowly to memorize punctuation. This occurs during the planned classroom lesson.
- B. Read quickly to locate the general topic and main purpose.
- C. Copy the text into a notebook word for word.
- D. Use a dictionary for every familiar word. This occurs during the planned classroom lesson.

31. In a new classroom scenario, a teacher wants learners to improve peer feedback. The best preparation is

- A. allow feedback to focus on personal traits. This occurs during the planned classroom lesson.
- B. avoid explaining the assignment expectations. This occurs during the planned classroom lesson.
- C. model specific, respectful comments tied to a clear criterion.
- D. ask learners to say only whether they like the work.

32. In a new classroom scenario, a teacher asks students to predict a text's content from a title and image. This builds

- A. purposeful anticipation and activation of prior knowledge.
- B. knowledge of every new word in advance.
- C. automatic spelling accuracy without instruction.
- D. a substitute for reading the actual text.

33. In a new classroom scenario, which practice makes classroom norms understandable for newly arrived learners?

- A. Assume learners infer all rules from a posted list.
- B. Give consequences before teaching expectations. This occurs during the planned classroom lesson.
- C. Model routines explicitly and revisit them with visuals and practice.
- D. Avoid explaining routines to preserve independence. This occurs during the planned classroom lesson.

34. In a new classroom scenario, a teacher asks students to compare two sources on the same topic. The academic language focus is

- A. rapid recall of a seating arrangement.
- B. letter naming without meaning. This occurs during the planned classroom lesson.
- C. isolated spelling of proper nouns.
- D. similarities, differences, and evidence from each source.

35. In a new classroom scenario, a teacher wants to develop academic talk during math. Which scaffold is best?

- A. Provide frames for explaining a solution and asking a partner why.
- B. Limit responses to one memorized word. This occurs during the planned classroom lesson.
- C. Require silent calculation with no language use. This occurs during the planned classroom lesson.
- D. Give students the answer before they discuss it. This occurs during the planned classroom lesson.

36. In a new classroom scenario, which type of question best invites a learner to elaborate?

- A. Is that a noun?
- B. What evidence makes you think that?
- C. Did you finish? This occurs during the planned classroom lesson.
- D. Can you say yes or no?

37. In a new classroom scenario, a teacher asks a learner to explain a diagram using because and therefore. This supports

- A. memorization of a classroom seating chart.
- B. a test of handwriting speed.
- C. language for reasoning and causal relationships.
- D. silent spelling practice only.

38. In a new classroom scenario, a teacher wants to teach persuasive language. Which task is best?

- A. Avoid discussing audience or purpose. This occurs during the planned classroom lesson.
- B. Analyze how a speaker uses reasons and evidence to support a claim.
- C. Identify the alphabetical order of key words. This occurs during the planned classroom lesson.
- D. Copy every sentence from the speech. This occurs during the planned classroom lesson.

39. In a new classroom scenario, which feedback is most useful after an oral rehearsal for a presentation?

- A. Name one effective communication behavior and one actionable next step.
- B. Say only that the learner needs more confidence.
- C. Give a final grade without any explanation. This occurs during the planned classroom lesson.
- D. Interrupt each sentence to correct every sound. This occurs during the planned classroom lesson.

40. In a new classroom scenario, a teacher observes that a learner reads accurately but slowly. Which support is most appropriate?

- A. Stop reading instruction because decoding is accurate. This occurs during the planned classroom lesson.
- B. Use only isolated letter-name drills. This occurs during the planned classroom lesson.
- C. Move directly to advanced essay writing without reading practice.
- D. Provide repeated reading of meaningful passages with attention to phrasing.

41. For this practice situation, a student needs to organize ideas before writing an explanation. The best support is

- A. a teacher-written response to copy exactly. This occurs during the planned classroom lesson.
- B. a sequence organizer with labeled steps and key vocabulary.
- C. a longer spelling list without a writing task.
- D. a silent test on punctuation names. This occurs during the planned classroom lesson.

42. For this practice situation, which practice best supports listening comprehension of a classroom lecture?

- A. Preview key terms and give learners a purpose for listening.
- B. Require learners to write every word verbatim. This occurs during the planned classroom lesson.
- C. Remove all visual references to the topic. This occurs during the planned classroom lesson.
- D. Test spelling before explaining the lesson. This occurs during the planned classroom lesson.

43. For this practice situation, which assessment most directly measures pronunciation intelligibility?

- A. Give a multiple-choice test on punctuation. This occurs during the planned classroom lesson.
- B. Score the learner's handwriting neatness. This occurs during the planned classroom lesson.
- C. Have the learner communicate a short message to an unfamiliar listener.
- D. Ask the learner to underline all verbs in a paragraph.

44. For this practice situation, a learner speaks fluently in familiar situations but struggles in a formal presentation. The teacher should

- A. focus solely on handwriting practice. This occurs during the planned classroom lesson.
- B. assume the learner has no oral language ability.
- C. remove all future presentation opportunities. This occurs during the planned classroom lesson.
- D. teach planning and rehearsal for the specific academic speaking context.

45. For this practice situation, which support helps learners understand figurative language?

- A. Tell learners every phrase means exactly what its words say.
- B. Require them to memorize the phrase without an example.
- C. Discuss the literal image and the intended meaning in context.
- D. Avoid using literature with figurative language. This occurs during the planned classroom lesson.

46. For this practice situation, a teacher wants a final lesson task to integrate listening and speaking. The best choice is

- A. copy a teacher note without responding. This occurs during the planned classroom lesson.
- B. sort words by alphabetic order only. This occurs during the planned classroom lesson.
- C. complete a silent spelling list with no listening. This occurs during the planned classroom lesson.
- D. listen to a short explanation and orally retell the key steps.

47. For this practice situation, a teacher says a word naturally and students mark stressed syllables. This targets

- A. the use of library call numbers.
- B. word stress and intelligibility in spoken English.
- C. alphabetical order in a word list.
- D. paragraph unity in formal writing.

48. For this practice situation, which activity helps learners understand how paragraphs are organized?

- A. Sort sentences into a topic sentence, details, and conclusion.
- B. List all vowels in each sentence. This occurs during the planned classroom lesson.
- C. Translate the paragraph one word at a time.
- D. Recite a grammar definition without examples. This occurs during the planned classroom lesson.

49. For this practice situation, which practice helps students notice subject-verb agreement in their own writing?

- A. Use guided editing that compares the subject with the verb in context.
- B. Correct every sentence without showing the pattern. This occurs during the planned classroom lesson.
- C. Avoid revising completed writing. This occurs during the planned classroom lesson.
- D. Ask students to memorize an unrelated list of nouns. This occurs during the planned classroom lesson.

50. For this practice situation, a teacher needs to check a learner's understanding of a science concept without overemphasizing English accuracy. The best approach is

- A. wait until the learner is fully fluent to assess science.
- B. grade only minor grammar errors in the response.
- C. replace the science question with a spelling test.
- D. use visuals and allow a supported explanation of the concept.

51. For this practice situation, which task most directly assesses a learner's ability to summarize?

- A. Copy the first paragraph exactly. This occurs during the planned classroom lesson.
- B. List every unfamiliar word alphabetically. This occurs during the planned classroom lesson.
- C. State the central ideas in fewer words without adding minor details.
- D. Identify the page margin size. This occurs during the planned classroom lesson.

52. For this practice situation, which activity best helps learners identify a main idea?

- A. Count the number of words in each sentence. This occurs during the planned classroom lesson.
- B. Choose the sentence that states what the entire paragraph is mostly about.
- C. Underline all capital letters in the text. This occurs during the planned classroom lesson.
- D. Copy every detail from the paragraph in order. This occurs during the planned classroom lesson.

53. For this practice situation, a teacher groups words such as actor, teacher, and runner. The focus is

- A. suffixes that identify people associated with actions.
- B. the order of events in a narrative.
- C. sentence-ending intonation patterns. This occurs during the planned classroom lesson.
- D. the difference between formal and informal greetings.

54. For this practice situation, which response shows that a teacher values a learner's home language?

- A. insist that home-language knowledge has no value.
- B. Invite strategic connections between home-language knowledge and English learning.
- C. prohibit all family communication about schoolwork. This occurs during the planned classroom lesson.
- D. treat translation as proof of low ability.

55. For this practice situation, which support most helps a learner follow a multistep oral direction?

- A. Provide a written final answer instead of directions. This occurs during the planned classroom lesson.
- B. Ask the learner to wait until others finish. This occurs during the planned classroom lesson.
- C. Give the directions only once with no pauses. This occurs during the planned classroom lesson.
- D. Repeat the steps in chunks and have the learner demonstrate each one.

56. For this practice situation, a teacher asks students to distinguish fact from opinion in an article. This primarily develops

- A. memorization of isolated suffixes.
- B. letter formation in handwriting.
- C. critical reading and evidence evaluation.
- D. rhyming awareness in songs.

57. For this practice situation, which is a productive use of wait time after a question?

- A. Give learners time to process, formulate, and extend a response.
- B. Answer immediately before anyone can think. This occurs during the planned classroom lesson.
- C. Call only on learners who respond first. This occurs during the planned classroom lesson.
- D. Repeat the question louder without changing support. This occurs during the planned classroom lesson.

58. For this practice situation, which practice best supports a learner beginning to read English print?

- A. Use only advanced informational articles. This occurs during the planned classroom lesson.
- B. Avoid reading aloud and word play. This occurs during the planned classroom lesson.
- C. Connect spoken words to letters and sounds in meaningful words.
- D. Teach paragraph conclusions before letter recognition. This occurs during the planned classroom lesson.

59. For this practice situation, a teacher uses a checklist during conferences about a writing draft. This is primarily

- A. a replacement for examining student work.
- B. formative feedback that guides the next revision.
- C. a final accountability test with no feedback.
- D. an assessment of physical education skills.

60. For this practice situation, which strategy helps a learner clarify an unknown word while reading?

- A. Skip the entire page whenever a word is unfamiliar.
- B. Assume the first dictionary definition always fits. This occurs during the planned classroom lesson.
- C. Ask a peer to complete the reading. This occurs during the planned classroom lesson.
- D. Reread the sentence and use surrounding information to infer meaning.

61. For this practice situation, which type of vocabulary is especially useful across school subjects?

- A. Names of every student in the school.
- B. Random low-frequency words without context. This occurs during the planned classroom lesson.
- C. Only slang used in one social group.
- D. General academic words such as analyze, compare, and justify.

62. For this practice situation, a teacher uses a word wall during a unit. To be effective, it should

- A. replace all reading and speaking activities. This occurs during the planned classroom lesson.
- B. display unrelated words that students never encounter. This occurs during the planned classroom lesson.
- C. include meaningful words that are revisited and used in tasks.
- D. contain only teacher notes that students cannot access.

63. For this practice situation, which strategy helps students revise word choice?

- A. Have students replace vague words with precise words from a word bank.
- B. Ask them to delete all descriptive language. This occurs during the planned classroom lesson.
- C. Tell them revision means copying the same draft. This occurs during the planned classroom lesson.
- D. Grade only the number of words written. This occurs during the planned classroom lesson.

64. For this practice situation, which teacher action most promotes language production after a video?

- A. Give a vocabulary quiz before viewing. This occurs during the planned classroom lesson.
- B. Ask learners to discuss a claim using notes from the video.
- C. Tell students not to speak until the next class.
- D. Play the video repeatedly without a response task. This occurs during the planned classroom lesson.

65. For this practice situation, an English learner knows a concept but uses a vague word such as thing. The best instruction is

- A. model precise subject vocabulary in meaningful sentences.
- B. grade the learner only on speed of response.
- C. tell the learner to avoid answering questions.
- D. replace content lessons with isolated phonics drills.

66. For this practice situation, a teacher gives students sentence starters before a debate. The starters should primarily

- A. provide the exact opinion each student must hold.
- B. replace student-to-student interaction entirely. This occurs during the planned classroom lesson.
- C. make the content question easier by removing it.
- D. support claims, evidence, agreement, and respectful disagreement.

67. For this practice situation, which activity builds awareness of prefixes and word families?

- A. Count punctuation marks in a paragraph. This occurs during the planned classroom lesson.
- B. Generate words using a common prefix and discuss the meaning change.
- C. Practice only silent reading speed. This occurs during the planned classroom lesson.
- D. Copy a list of unrelated capital cities. This occurs during the planned classroom lesson.

68. For this practice situation, a learner is quiet during whole-group discussions. Which option is most supportive?

- A. Exclude the learner from all discussions. This occurs during the planned classroom lesson.
- B. Require an immediate long speech without planning.
- C. Offer preparation time and a structured small-group contribution first.
- D. Assume silence means the learner understands nothing.

69. For this practice situation, which practice supports learners in becoming independent strategy users?

- A. Use the strategy secretly so learners cannot notice it. This occurs during the planned classroom lesson.
- B. Name the strategy, model it, and have learners reflect on when to use it.
- C. Give answers before learners attempt a task. This occurs during the planned classroom lesson.
- D. Avoid asking learners to explain their thinking. This occurs during the planned classroom lesson.

70. For this practice situation, which task most directly develops skimming?

- A. Copy the text into a notebook word for word.
- B. Use a dictionary for every familiar word. This occurs during the planned classroom lesson.
- C. Read quickly to locate the general topic and main purpose.
- D. Read every sentence slowly to memorize punctuation. This occurs during the planned classroom lesson.

71. For this practice situation, a teacher wants learners to improve peer feedback. The best preparation is

- A. model specific, respectful comments tied to a clear criterion.
- B. avoid explaining the assignment expectations. This occurs during the planned classroom lesson.
- C. ask learners to say only whether they like the work.
- D. allow feedback to focus on personal traits. This occurs during the planned classroom lesson.

72. For this practice situation, a teacher asks students to predict a text's content from a title and image. This builds

- A. automatic spelling accuracy without instruction.
- B. a substitute for reading the actual text.
- C. knowledge of every new word in advance.
- D. purposeful anticipation and activation of prior knowledge.

73. For this practice situation, which practice makes classroom norms understandable for newly arrived learners?

- A. Give consequences before teaching expectations. This occurs during the planned classroom lesson.
- B. Model routines explicitly and revisit them with visuals and practice.
- C. Avoid explaining routines to preserve independence. This occurs during the planned classroom lesson.
- D. Assume learners infer all rules from a posted list.

74. For this practice situation, a teacher asks students to compare two sources on the same topic. The academic language focus is

- A. letter naming without meaning. This occurs during the planned classroom lesson.
- B. isolated spelling of proper nouns.
- C. similarities, differences, and evidence from each source.
- D. rapid recall of a seating arrangement.

75. For this practice situation, a teacher wants to develop academic talk during math. Which scaffold is best?

- A. Require silent calculation with no language use. This occurs during the planned classroom lesson.
- B. Give students the answer before they discuss it. This occurs during the planned classroom lesson.
- C. Limit responses to one memorized word. This occurs during the planned classroom lesson.
- D. Provide frames for explaining a solution and asking a partner why.

76. For this practice situation, which type of question best invites a learner to elaborate?

- A. What evidence makes you think that?
- B. Did you finish? This occurs during the planned classroom lesson.
- C. Can you say yes or no?
- D. Is that a noun?

77. For this practice situation, a teacher asks a learner to explain a diagram using because and therefore. This supports

- A. a test of handwriting speed.
- B. silent spelling practice only.
- C. memorization of a classroom seating chart.
- D. language for reasoning and causal relationships.

78. For this practice situation, a teacher wants to teach persuasive language. Which task is best?

- A. Identify the alphabetical order of key words. This occurs during the planned classroom lesson.
- B. Analyze how a speaker uses reasons and evidence to support a claim.
- C. Copy every sentence from the speech. This occurs during the planned classroom lesson.
- D. Avoid discussing audience or purpose. This occurs during the planned classroom lesson.

79. For this practice situation, which feedback is most useful after an oral rehearsal for a presentation?

- A. Give a final grade without any explanation. This occurs during the planned classroom lesson.
- B. Interrupt each sentence to correct every sound. This occurs during the planned classroom lesson.
- C. Name one effective communication behavior and one actionable next step.
- D. Say only that the learner needs more confidence.

80. For this practice situation, a teacher observes that a learner reads accurately but slowly. Which support is most appropriate?

- A. Provide repeated reading of meaningful passages with attention to phrasing.

- B. Use only isolated letter-name drills. This occurs during the planned classroom lesson.
- C. Move directly to advanced essay writing without reading practice.
- D. Stop reading instruction because decoding is accurate. This occurs during the planned classroom lesson.

81. During a follow-up lesson, a student needs to organize ideas before writing an explanation. The best support is

- A. a sequence organizer with labeled steps and key vocabulary.
- B. a longer spelling list without a writing task.
- C. a silent test on punctuation names. This occurs during the planned classroom lesson.
- D. a teacher-written response to copy exactly. This occurs during the planned classroom lesson.

82. During a follow-up lesson, which practice best supports listening comprehension of a classroom lecture?

- A. Remove all visual references to the topic. This occurs during the planned classroom lesson.
- B. Test spelling before explaining the lesson. This occurs during the planned classroom lesson.
- C. Require learners to write every word verbatim. This occurs during the planned classroom lesson.
- D. Preview key terms and give learners a purpose for listening.

83. During a follow-up lesson, which assessment most directly measures pronunciation intelligibility?

- A. Score the learner's handwriting neatness. This occurs during the planned classroom lesson.
- B. Ask the learner to underline all verbs in a paragraph.
- C. Have the learner communicate a short message to an unfamiliar listener.
- D. Give a multiple-choice test on punctuation. This occurs during the planned classroom lesson.

84. During a follow-up lesson, a learner speaks fluently in familiar situations but struggles in a formal presentation. The teacher should

- A. assume the learner has no oral language ability.
- B. teach planning and rehearsal for the specific academic speaking context.
- C. remove all future presentation opportunities. This occurs during the planned classroom lesson.
- D. focus solely on handwriting practice. This occurs during the planned classroom lesson.

85. During a follow-up lesson, which support helps learners understand figurative language?

- A. Require them to memorize the phrase without an example.
- B. Discuss the literal image and the intended meaning in context.
- C. Avoid using literature with figurative language. This occurs during the planned classroom lesson.
- D. Tell learners every phrase means exactly what its words say.

86. During a follow-up lesson, a teacher wants a final lesson task to integrate listening and speaking. The best choice is

- A. sort words by alphabetic order only. This occurs during the planned classroom lesson.
- B. complete a silent spelling list with no listening. This occurs during the planned classroom lesson.
- C. copy a teacher note without responding. This occurs during the planned classroom lesson.
- D. listen to a short explanation and orally retell the key steps.

87. During a follow-up lesson, a teacher says a word naturally and students mark stressed syllables. This targets

- A. word stress and intelligibility in spoken English.
- B. alphabetical order in a word list.
- C. paragraph unity in formal writing.
- D. the use of library call numbers.

88. During a follow-up lesson, which activity helps learners understand how paragraphs are organized?

- A. Translate the paragraph one word at a time.

- B. Recite a grammar definition without examples. This occurs during the planned classroom lesson.
- C. Sort sentences into a topic sentence, details, and conclusion.
- D. List all vowels in each sentence. This occurs during the planned classroom lesson.

89. During a follow-up lesson, which practice helps students notice subject-verb agreement in their own writing?

- A. Avoid revising completed writing. This occurs during the planned classroom lesson.
- B. Use guided editing that compares the subject with the verb in context.
- C. Ask students to memorize an unrelated list of nouns. This occurs during the planned classroom lesson.
- D. Correct every sentence without showing the pattern. This occurs during the planned classroom lesson.

90. During a follow-up lesson, a teacher needs to check a learner's understanding of a science concept without overemphasizing English accuracy. The best approach is

- A. use visuals and allow a supported explanation of the concept.
- B. grade only minor grammar errors in the response.
- C. replace the science question with a spelling test.
- D. wait until the learner is fully fluent to assess science.

91. During a follow-up lesson, which task most directly assesses a learner's ability to summarize?

- A. List every unfamiliar word alphabetically. This occurs during the planned classroom lesson.
- B. Identify the page margin size. This occurs during the planned classroom lesson.
- C. State the central ideas in fewer words without adding minor details.
- D. Copy the first paragraph exactly. This occurs during the planned classroom lesson.

92. During a follow-up lesson, which activity best helps learners identify a main idea?

- A. Underline all capital letters in the text. This occurs during the planned classroom lesson.
- B. Copy every detail from the paragraph in order. This occurs during the planned classroom lesson.
- C. Count the number of words in each sentence. This occurs during the planned classroom lesson.
- D. Choose the sentence that states what the entire paragraph is mostly about.

93. During a follow-up lesson, a teacher groups words such as actor, teacher, and runner. The focus is

- A. sentence-ending intonation patterns. This occurs during the planned classroom lesson.
- B. the difference between formal and informal greetings.
- C. suffixes that identify people associated with actions.
- D. the order of events in a narrative.

94. During a follow-up lesson, which response shows that a teacher values a learner's home language?

- A. Invite strategic connections between home-language knowledge and English learning.
- B. prohibit all family communication about schoolwork. This occurs during the planned classroom lesson.
- C. treat translation as proof of low ability.
- D. insist that home-language knowledge has no value.

95. During a follow-up lesson, which support most helps a learner follow a multistep oral direction?

- A. Ask the learner to wait until others finish. This occurs during the planned classroom lesson.
- B. Give the directions only once with no pauses. This occurs during the planned classroom lesson.
- C. Provide a written final answer instead of directions. This occurs during the planned classroom lesson.
- D. Repeat the steps in chunks and have the learner demonstrate each one.

96. During a follow-up lesson, a teacher asks students to distinguish fact from opinion in an article. This primarily develops

- A. letter formation in handwriting.

- B. critical reading and evidence evaluation.
- C. rhyming awareness in songs.
- D. memorization of isolated suffixes.

97. During a follow-up lesson, which is a productive use of wait time after a question?

- A. Call only on learners who respond first. This occurs during the planned classroom lesson.
- B. Give learners time to process, formulate, and extend a response.
- C. Repeat the question louder without changing support. This occurs during the planned classroom lesson.
- D. Answer immediately before anyone can think. This occurs during the planned classroom lesson.

98. During a follow-up lesson, which practice best supports a learner beginning to read English print?

- A. Avoid reading aloud and word play. This occurs during the planned classroom lesson.
- B. Teach paragraph conclusions before letter recognition. This occurs during the planned classroom lesson.
- C. Connect spoken words to letters and sounds in meaningful words.
- D. Use only advanced informational articles. This occurs during the planned classroom lesson.

99. During a follow-up lesson, a teacher uses a checklist during conferences about a writing draft. This is primarily

- A. a final accountability test with no feedback.
- B. an assessment of physical education skills.
- C. a replacement for examining student work.
- D. formative feedback that guides the next revision.

100. During a follow-up lesson, which strategy helps a learner clarify an unknown word while reading?

- A. Reread the sentence and use surrounding information to infer meaning.

- B. Assume the first dictionary definition always fits. This occurs during the planned classroom lesson.
- C. Ask a peer to complete the reading. This occurs during the planned classroom lesson.
- D. Skip the entire page whenever a word is unfamiliar.

101. During a follow-up lesson, which type of vocabulary is especially useful across school subjects?

- A. Random low-frequency words without context. This occurs during the planned classroom lesson.
- B. Only slang used in one social group.
- C. Names of every student in the school.
- D. General academic words such as analyze, compare, and justify.

102. During a follow-up lesson, a teacher uses a word wall during a unit. To be effective, it should

- A. display unrelated words that students never encounter. This occurs during the planned classroom lesson.
- B. include meaningful words that are revisited and used in tasks.
- C. contain only teacher notes that students cannot access.
- D. replace all reading and speaking activities. This occurs during the planned classroom lesson.

103. During a follow-up lesson, which strategy helps students revise word choice?

- A. Have students replace vague words with precise words from a word bank.
- B. Tell them revision means copying the same draft. This occurs during the planned classroom lesson.
- C. Grade only the number of words written. This occurs during the planned classroom lesson.
- D. Ask them to delete all descriptive language. This occurs during the planned classroom lesson.

104. During a follow-up lesson, which teacher action most promotes language production after a video?

- A. Tell students not to speak until the next class.
- B. Play the video repeatedly without a response task. This occurs during the planned classroom lesson.
- C. Ask learners to discuss a claim using notes from the video.

D. Give a vocabulary quiz before viewing. This occurs during the planned classroom lesson.

105. During a follow-up lesson, an English learner knows a concept but uses a vague word such as thing. The best instruction is

- A. tell the learner to avoid answering questions.
- B. replace content lessons with isolated phonics drills.
- C. model precise subject vocabulary in meaningful sentences.
- D. grade the learner only on speed of response.

106. During a follow-up lesson, a teacher gives students sentence starters before a debate. The starters should primarily

- A. replace student-to-student interaction entirely. This occurs during the planned classroom lesson.
- B. support claims, evidence, agreement, and respectful disagreement.
- C. make the content question easier by removing it.
- D. provide the exact opinion each student must hold.

107. During a follow-up lesson, which activity builds awareness of prefixes and word families?

- A. Practice only silent reading speed. This occurs during the planned classroom lesson.
- B. Copy a list of unrelated capital cities. This occurs during the planned classroom lesson.
- C. Count punctuation marks in a paragraph. This occurs during the planned classroom lesson.
- D. Generate words using a common prefix and discuss the meaning change.

108. During a follow-up lesson, a learner is quiet during whole-group discussions. Which option is most supportive?

- A. Offer preparation time and a structured small-group contribution first.
- B. Require an immediate long speech without planning.
- C. Assume silence means the learner understands nothing.

D. Exclude the learner from all discussions. This occurs during the planned classroom lesson.

109. During a follow-up lesson, which practice supports learners in becoming independent strategy users?

A. Give answers before learners attempt a task. This occurs during the planned classroom lesson.

B. Name the strategy, model it, and have learners reflect on when to use it.

C. Avoid asking learners to explain their thinking. This occurs during the planned classroom lesson.

D. Use the strategy secretly so learners cannot notice it. This occurs during the planned classroom lesson.

110. During a follow-up lesson, which task most directly develops skimming?

A. Read quickly to locate the general topic and main purpose.

B. Use a dictionary for every familiar word. This occurs during the planned classroom lesson.

C. Read every sentence slowly to memorize punctuation. This occurs during the planned classroom lesson.

D. Copy the text into a notebook word for word.

111. During a follow-up lesson, a teacher wants learners to improve peer feedback. The best preparation is

A. ask learners to say only whether they like the work.

B. allow feedback to focus on personal traits. This occurs during the planned classroom lesson.

C. model specific, respectful comments tied to a clear criterion.

D. avoid explaining the assignment expectations. This occurs during the planned classroom lesson.

112. During a follow-up lesson, a teacher asks students to predict a text's content from a title and image. This builds

A. a substitute for reading the actual text.

- B. knowledge of every new word in advance.
- C. automatic spelling accuracy without instruction.
- D. purposeful anticipation and activation of prior knowledge.

113. During a follow-up lesson, which practice makes classroom norms understandable for newly arrived learners?

- A. Avoid explaining routines to preserve independence. This occurs during the planned classroom lesson.
- B. Assume learners infer all rules from a posted list.
- C. Model routines explicitly and revisit them with visuals and practice.
- D. Give consequences before teaching expectations. This occurs during the planned classroom lesson.

114. During a follow-up lesson, a teacher asks students to compare two sources on the same topic. The academic language focus is

- A. isolated spelling of proper nouns.
- B. rapid recall of a seating arrangement.
- C. letter naming without meaning. This occurs during the planned classroom lesson.
- D. similarities, differences, and evidence from each source.

115. During a follow-up lesson, a teacher wants to develop academic talk during math. Which scaffold is best?

- A. Give students the answer before they discuss it. This occurs during the planned classroom lesson.
- B. Provide frames for explaining a solution and asking a partner why.
- C. Limit responses to one memorized word. This occurs during the planned classroom lesson.
- D. Require silent calculation with no language use. This occurs during the planned classroom lesson.

116. During a follow-up lesson, which type of question best invites a learner to elaborate?

- A. What evidence makes you think that?
- B. Can you say yes or no?
- C. Is that a noun?
- D. Did you finish? This occurs during the planned classroom lesson.

117. During a follow-up lesson, a teacher asks a learner to explain a diagram using because and therefore. This supports

- A. silent spelling practice only.
- B. language for reasoning and causal relationships.
- C. memorization of a classroom seating chart.
- D. a test of handwriting speed.

118. During a follow-up lesson, a teacher wants to teach persuasive language. Which task is best?

- A. Analyze how a speaker uses reasons and evidence to support a claim.
- B. Copy every sentence from the speech. This occurs during the planned classroom lesson.
- C. Avoid discussing audience or purpose. This occurs during the planned classroom lesson.
- D. Identify the alphabetical order of key words. This occurs during the planned classroom lesson.

119. During a follow-up lesson, which feedback is most useful after an oral rehearsal for a presentation?

- A. Interrupt each sentence to correct every sound. This occurs during the planned classroom lesson.
- B. Say only that the learner needs more confidence.
- C. Give a final grade without any explanation. This occurs during the planned classroom lesson.
- D. Name one effective communication behavior and one actionable next step.

120. During a follow-up lesson, a teacher observes that a learner reads accurately but slowly. Which support is most appropriate?

- A. Move directly to advanced essay writing without reading practice.

- B. Stop reading instruction because decoding is accurate. This occurs during the planned classroom lesson.
- C. Provide repeated reading of meaningful passages with attention to phrasing.
- D. Use only isolated letter-name drills. This occurs during the planned classroom lesson.

Practice Exam 13: Answer Key and Explanations

1. **D** — The correct choice is a sequence organizer with labeled steps and key vocabulary. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence
2. **C** — The correct choice is preview key terms and give learners a purpose for listening. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds
3. **A** — The correct choice is have the learner communicate a short message to an unfamiliar listener. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This
4. **B** — The correct choice is teach planning and rehearsal for the specific academic speaking context. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds
5. **A** — The correct choice is discuss the literal image and the intended meaning in context. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds
6. **B** — The correct choice is listen to a short explanation and orally retell the key steps. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This
7. **D** — The correct choice is word stress and intelligibility in spoken English. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear

models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer

8. C — The correct choice is sort sentences into a topic sentence, details, and conclusion. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence

9. C — The correct choice is use guided editing that compares the subject with the verb in context. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task.

10. B — The correct choice is use visuals and allow a supported explanation of the concept. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

11. A — The correct choice is state the central ideas in fewer words without adding minor details. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This

12. D — The correct choice is choose the sentence that states what the entire paragraph is mostly about. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task.

13. A — The correct choice is suffixes that identify people associated with actions. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer

14. C — The correct choice is invite strategic connections between home-language knowledge and english learning. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence

15. D — The correct choice is repeat the steps in chunks and have the learner demonstrate each one. It directly addresses the language and content purpose of the question. The other choices assess a different

skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task.

16. B — The correct choice is critical reading and evidence evaluation. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer across future

17. D — The correct choice is give learners time to process, formulate, and extend a response. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

18. B — The correct choice is connect spoken words to letters and sounds in meaningful words. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

19. C — The correct choice is formative feedback that guides the next revision. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer

20. A — The correct choice is reread the sentence and use surrounding information to infer meaning. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

21. D — The correct choice is general academic words such as analyze, compare, and justify. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence

22. A — The correct choice is include meaningful words that are revisited and used in tasks. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

23. C — The correct choice is have students replace vague words with precise words from a word bank. It directly addresses the language and content purpose of the question. The other choices assess a

different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task.

24. B — The correct choice is ask learners to discuss a claim using notes from the video. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This

25. C — The correct choice is model precise subject vocabulary in meaningful sentences. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer

26. D — The correct choice is support claims, evidence, agreement, and respectful disagreement. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer

27. A — The correct choice is generate words using a common prefix and discuss the meaning change. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This

28. B — The correct choice is offer preparation time and a structured small-group contribution first. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence

29. D — The correct choice is name the strategy, model it, and have learners reflect on when to use it. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the

30. B — The correct choice is read quickly to locate the general topic and main purpose. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

31. C — The correct choice is model specific, respectful comments tied to a clear criterion. It directly addresses the language and content purpose of the question. The other choices assess a different skill,

reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence

32. A — The correct choice is purposeful anticipation and activation of prior knowledge. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer

33. C — The correct choice is model routines explicitly and revisit them with visuals and practice. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

34. D — The correct choice is similarities, differences, and evidence from each source. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer

35. A — The correct choice is provide frames for explaining a solution and asking a partner why. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This

36. B — The correct choice is what evidence makes you think that? It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer across

37. C — The correct choice is language for reasoning and causal relationships. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer across

38. B — The correct choice is analyze how a speaker uses reasons and evidence to support a claim. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task.

39. A — The correct choice is name one effective communication behavior and one actionable next step. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

40. D — The correct choice is provide repeated reading of meaningful passages with attention to phrasing. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

41. B — The correct choice is a sequence organizer with labeled steps and key vocabulary. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence

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47. B — The correct choice is word stress and intelligibility in spoken english. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer

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49. A — The correct choice is use guided editing that compares the subject with the verb in context. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task.

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52. B — The correct choice is choose the sentence that states what the entire paragraph is mostly about. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task.

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56. C — The correct choice is critical reading and evidence evaluation. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer across future

57. A — The correct choice is give learners time to process, formulate, and extend a response. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

58. C — The correct choice is connect spoken words to letters and sounds in meaningful words. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

59. B — The correct choice is formative feedback that guides the next revision. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer

60. D — The correct choice is reread the sentence and use surrounding information to infer meaning. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

61. D — The correct choice is general academic words such as analyze, compare, and justify. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence

62. C — The correct choice is include meaningful words that are revisited and used in tasks. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

63. A — The correct choice is have students replace vague words with precise words from a word bank. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task.

64. B — The correct choice is ask learners to discuss a claim using notes from the video. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This

65. A — The correct choice is model precise subject vocabulary in meaningful sentences. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer

66. D — The correct choice is support claims, evidence, agreement, and respectful disagreement. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer

67. B — The correct choice is generate words using a common prefix and discuss the meaning change. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This

68. C — The correct choice is offer preparation time and a structured small-group contribution first. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence

69. B — The correct choice is name the strategy, model it, and have learners reflect on when to use it. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the

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72. D — The correct choice is purposeful anticipation and activation of prior knowledge. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer

73. B — The correct choice is model routines explicitly and revisit them with visuals and practice. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

74. C — The correct choice is similarities, differences, and evidence from each source. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer

75. D — The correct choice is provide frames for explaining a solution and asking a partner why. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This

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77. D — The correct choice is language for reasoning and causal relationships. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer across

78. B — The correct choice is analyze how a speaker uses reasons and evidence to support a claim. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task.

79. C — The correct choice is name one effective communication behavior and one actionable next step. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

80. A — The correct choice is provide repeated reading of meaningful passages with attention to phrasing. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

81. A — The correct choice is a sequence organizer with labeled steps and key vocabulary. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence

82. D — The correct choice is preview key terms and give learners a purpose for listening. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

83. C — The correct choice is have the learner communicate a short message to an unfamiliar listener. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This

84. B — The correct choice is teach planning and rehearsal for the specific academic speaking context. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

85. B — The correct choice is discuss the literal image and the intended meaning in context. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

86. D — The correct choice is listen to a short explanation and orally retell the key steps. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This

87. A — The correct choice is word stress and intelligibility in spoken english. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer

88. C — The correct choice is sort sentences into a topic sentence, details, and conclusion. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence

89. B — The correct choice is use guided editing that compares the subject with the verb in context. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task.

90. A — The correct choice is use visuals and allow a supported explanation of the concept. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

91. C — The correct choice is state the central ideas in fewer words without adding minor details. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This

92. D — The correct choice is choose the sentence that states what the entire paragraph is mostly about. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task.

93. C — The correct choice is suffixes that identify people associated with actions. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer

94. A — The correct choice is invite strategic connections between home-language knowledge and english learning. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence

95. D — The correct choice is repeat the steps in chunks and have the learner demonstrate each one. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task.

96. B — The correct choice is critical reading and evidence evaluation. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer across future

97. B — The correct choice is give learners time to process, formulate, and extend a response. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

98. C — The correct choice is connect spoken words to letters and sounds in meaningful words. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

99. D — The correct choice is formative feedback that guides the next revision. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence and transfer

100. A — The correct choice is reread the sentence and use surrounding information to infer meaning. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

101. D — The correct choice is general academic words such as analyze, compare, and justify. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds confidence

102. B — The correct choice is include meaningful words that are revisited and used in tasks. It directly addresses the language and content purpose of the question. The other choices assess a different skill, reduce meaningful participation, or remove needed support. Effective ESOL instruction gives learners clear models, useful practice, and feedback while preserving the rigor of the academic task. This builds

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