

PRACTICE EXAM 14: 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 this certification-prep scenario, a teacher uses a checklist during conferences about a writing draft. This is primarily
 - A. a replacement for examining student work.
 - B. a final accountability test with no feedback.
 - C. an assessment of physical education skills.
 - D. formative feedback that guides the next revision.

2. In this certification-prep scenario, 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. purposeful anticipation and activation of prior knowledge.
 - D. knowledge of every new word in advance.

3. In this certification-prep scenario, which support helps learners understand figurative language?
 - A. Discuss the literal image and the intended meaning in context.
 - B. Require them to memorize the phrase without an example.
 - 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.

4. In this certification-prep scenario, 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. Connect spoken words to letters and sounds in meaningful words.
- C. Teach paragraph conclusions before letter recognition. This occurs during the planned classroom lesson.
- D. Use only advanced informational articles. This occurs during the planned classroom lesson.

5. In this certification-prep scenario, a teacher wants learners to improve peer feedback. The best preparation is

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

6. In this certification-prep 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.

7. In this certification-prep 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.

8. In this certification-prep scenario, which task most directly develops skimming?

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

9. In this certification-prep scenario, 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.

10. In this certification-prep scenario, a teacher asks students to distinguish fact from opinion in an article. This primarily develops

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

11. In this certification-prep scenario, which practice supports learners in becoming independent strategy users?

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

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

12. In this certification-prep scenario, 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.

13. In this certification-prep scenario, which support most helps a learner follow a multistep oral direction?

- A. Repeat the steps in chunks and have the learner demonstrate each one.
- 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. Provide a written final answer instead of directions. This occurs during the planned classroom lesson.

14. In this certification-prep scenario, a learner is quiet during whole-group discussions. Which option is most supportive?

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

15. In this certification-prep 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.

16. In this certification-prep scenario, which response shows that a teacher values a learner's home language?

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

17. In this certification-prep scenario, which activity builds awareness of prefixes and word families?

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

18. In this certification-prep 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. Provide repeated reading of meaningful passages with attention to phrasing.
- C. Use only isolated letter-name drills. This occurs during the planned classroom lesson.
- D. Move directly to advanced essay writing without reading practice.

19. In this certification-prep scenario, a teacher groups words such as actor, teacher, and runner. The focus is

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

20. In this certification-prep scenario, a teacher gives students sentence starters before a debate. The starters should primarily

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

21. In this certification-prep scenario, 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. Say only that the learner needs more confidence.
- D. Name one effective communication behavior and one actionable next step.

22. In this certification-prep scenario, which activity best helps learners identify a main idea?

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

23. In this certification-prep scenario, 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.

24. In this certification-prep scenario, a teacher wants to teach persuasive language. Which task is best?

- A. Copy every sentence from the speech. This occurs during the planned classroom lesson.
- B. Analyze how a speaker uses reasons and evidence to support a claim.
- 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.

25. In this certification-prep scenario, which task most directly assesses a learner's ability to summarize?

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

26. In this certification-prep 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. Give a vocabulary quiz before viewing. This occurs during the planned classroom lesson.
- C. Tell students not to speak until the next class.
- D. Ask learners to discuss a claim using notes from the video.

27. In this certification-prep scenario, a teacher asks a learner to explain a diagram using because and therefore. This supports

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

28. In this certification-prep scenario, 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. use visuals and allow a supported explanation of the concept.
- C. grade only minor grammar errors in the response.
- D. replace the science question with a spelling test.

29. In this certification-prep scenario, which strategy helps students revise word choice?

- A. Ask them to delete all descriptive language. This occurs during the planned classroom lesson.
- 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. Have students replace vague words with precise words from a word bank.

30. In this certification-prep scenario, which type of question best invites a learner to elaborate?

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

31. In this certification-prep scenario, 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. Ask students to memorize an unrelated list of nouns. This occurs during the planned classroom lesson.
- C. Use guided editing that compares the subject with the verb in context.
- D. Correct every sentence without showing the pattern. This occurs during the planned classroom lesson.

32. In this certification-prep 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. display unrelated words that students never encounter. This occurs during the planned classroom lesson.
- C. contain only teacher notes that students cannot access.
- D. replace all reading and speaking activities. This occurs during the planned classroom lesson.

33. In this certification-prep scenario, 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. Limit responses to one memorized word. This occurs during the planned classroom lesson.
- C. Provide frames for explaining a solution and asking a partner why.
- D. Require silent calculation with no language use. This occurs during the planned classroom lesson.

34. In this certification-prep 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. Translate the paragraph one word at a time.
- D. Sort sentences into a topic sentence, details, and conclusion.

35. In this certification-prep scenario, which type of vocabulary is especially useful across school subjects?

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

36. In this certification-prep 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. similarities, differences, and evidence from each source.
- C. letter naming without meaning. This occurs during the planned classroom lesson.
- D. isolated spelling of proper nouns.

37. In this certification-prep scenario, a teacher says a word naturally and students mark stressed syllables. This targets

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

38. In this certification-prep scenario, which strategy helps a learner clarify an unknown word while reading?

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

39. In this certification-prep scenario, which practice makes classroom norms understandable for newly arrived learners?

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

40. In this certification-prep scenario, 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.

41. In this certification-prep scenario, a teacher uses a checklist during conferences about a writing draft. This is primarily

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

42. In this certification-prep 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. a substitute for reading the actual text.
- C. knowledge of every new word in advance.
- D. automatic spelling accuracy without instruction.

43. In this certification-prep scenario, which support helps learners understand figurative language?

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

44. In this certification-prep 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. Use only advanced informational articles. This occurs during the planned classroom lesson.
- C. Avoid reading aloud and word play. This occurs during the planned classroom lesson.
- D. Connect spoken words to letters and sounds in meaningful words.

45. In this certification-prep 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.

46. In this certification-prep scenario, 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.

47. In this certification-prep scenario, which is a productive use of wait time after a question?

- A. Answer immediately before anyone can think. This occurs during the planned classroom lesson.
- B. Give learners time to process, formulate, and extend a response.
- 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.

48. In this certification-prep scenario, which task most directly develops skimming?

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

49. In this certification-prep scenario, which assessment most directly measures pronunciation intelligibility?

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

50. In this certification-prep scenario, a teacher asks students to distinguish fact from opinion in an article. This primarily develops

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

51. In this certification-prep scenario, 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. Avoid asking learners to explain their thinking. This occurs during the planned classroom lesson.
- C. Name the strategy, model it, and have learners reflect on when to use it.
- D. Use the strategy secretly so learners cannot notice it. This occurs during the planned classroom lesson.

52. In this certification-prep 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. Preview key terms and give learners a purpose for listening.
- C. Require learners to write every word verbatim. This occurs during the planned classroom lesson.
- D. Remove all visual references to the topic. This occurs during the planned classroom lesson.

53. In this certification-prep scenario, which support most helps a learner follow a multistep oral direction?

- A. Repeat the steps in chunks and have the learner demonstrate each one.
- 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. Ask the learner to wait until others finish. This occurs during the planned classroom lesson.

54. In this certification-prep 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.

55. In this certification-prep scenario, 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 longer spelling list without a writing task.
- C. a silent test on punctuation names. This occurs during the planned classroom lesson.
- D. a sequence organizer with labeled steps and key vocabulary.

56. In this certification-prep scenario, which response shows that a teacher values a learner's home language?

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

57. In this certification-prep scenario, which activity builds awareness of prefixes and word families?

- A. Generate words using a common prefix and discuss the meaning change.
- B. Count punctuation marks in a paragraph. This occurs during the planned classroom lesson.
- 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.

58. In this certification-prep scenario, a teacher observes that a learner reads accurately but slowly. Which support is most appropriate?

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

D. Stop reading instruction because decoding is accurate. This occurs during the planned classroom lesson.

59. In this certification-prep scenario, 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. suffixes that identify people associated with actions.
- C. the difference between formal and informal greetings.
- D. the order of events in a narrative.

60. In this certification-prep scenario, 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. make the content question easier by removing it.
- C. provide the exact opinion each student must hold.
- D. support claims, evidence, agreement, and respectful disagreement.

61. In this certification-prep scenario, 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.

62. In this certification-prep 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. Choose the sentence that states what the entire paragraph is mostly about.
- D. Underline all capital letters in the text. This occurs during the planned classroom lesson.

63. In this certification-prep scenario, 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. replace content lessons with isolated phonics drills.
- C. grade the learner only on speed of response.
- D. tell the learner to avoid answering questions.

64. In this certification-prep 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.

65. In this certification-prep 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. Copy the first paragraph exactly. This occurs during the planned classroom lesson.
- C. List every unfamiliar word alphabetically. This occurs during the planned classroom lesson.
- D. Identify the page margin size. This occurs during the planned classroom lesson.

66. In this certification-prep scenario, 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. Tell students not to speak until the next class.
- C. Play the video repeatedly without a response task. This occurs during the planned classroom lesson.

D. Ask learners to discuss a claim using notes from the video.

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

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

69. In this certification-prep scenario, which strategy helps students revise word choice?

- A. Tell them revision means copying the same draft. This occurs during the planned classroom lesson.
- B. Have students replace vague words with precise words from a word bank.
- 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.

70. In this certification-prep scenario, which type of question best invites a learner to elaborate?

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

71. In this certification-prep scenario, 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. Ask students to memorize an unrelated list of nouns. This occurs during the planned classroom lesson.
- C. Correct every sentence without showing the pattern. This occurs during the planned classroom lesson.
- D. Avoid revising completed writing. This occurs during the planned classroom lesson.

72. In this certification-prep scenario, a teacher uses a word wall during a unit. To be effective, it should

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

73. In this certification-prep scenario, a teacher wants to develop academic talk during math. Which scaffold is best?

- A. Limit responses to one memorized word. This occurs during the planned classroom lesson.
- B. Provide frames for explaining a solution and asking a partner why.
- 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.

74. In this certification-prep scenario, which activity helps learners understand how paragraphs are organized?

- A. List all vowels in each sentence. This occurs during the planned classroom lesson.
- B. Translate the paragraph one word at a time.

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

75. In this certification-prep scenario, 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.

76. In this certification-prep scenario, a teacher asks students to compare two sources on the same topic. The academic language focus is

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

77. In this certification-prep scenario, a teacher says a word naturally and students mark stressed syllables. This targets

- A. alphabetical order in a word list.
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- C. the use of library call numbers.
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- B. Reread the sentence and use surrounding information to infer meaning.
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- D. Skip the entire page whenever a word is unfamiliar.

79. In this certification-prep scenario, 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.

80. In this certification-prep scenario, a teacher wants a final lesson task to integrate listening and speaking. The best choice is

- A. listen to a short explanation and orally retell the key steps.
- 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. sort words by alphabetic order only. This occurs during the planned classroom lesson.

81. In this certification-prep scenario, a teacher uses a checklist during conferences about a writing draft. This is primarily

- A. formative feedback that guides the next revision.
- B. an assessment of physical education skills.
- C. a replacement for examining student work.
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- 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.

84. In this certification-prep scenario, 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. Connect spoken words to letters and sounds in meaningful words.
- C. Avoid reading aloud and word play. This occurs during the planned classroom lesson.
- D. Teach paragraph conclusions before letter recognition. This occurs during the planned classroom lesson.

85. In this certification-prep scenario, a teacher wants learners to improve peer feedback. The best preparation is

- A. avoid explaining the assignment expectations. This occurs during the planned classroom lesson.
- B. model specific, respectful comments tied to a clear criterion.
- 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.

86. In this certification-prep scenario, 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. remove all future presentation opportunities. This occurs during the planned classroom lesson.
- C. focus solely on handwriting practice. This occurs during the planned classroom lesson.
- D. teach planning and rehearsal for the specific academic speaking context.

87. In this certification-prep scenario, which is a productive use of wait time after a question?

- A. Give learners time to process, formulate, and extend a response.
- B. Call only on learners who respond first. This occurs during the planned classroom lesson.
- 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.

88. In this certification-prep scenario, which task most directly develops skimming?

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

89. In this certification-prep scenario, which assessment most directly measures pronunciation intelligibility?

- A. Ask the learner to underline all verbs in a paragraph.
- B. Have the learner communicate a short message to an unfamiliar listener.
- 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.

90. In this certification-prep scenario, a teacher asks students to distinguish fact from opinion in an article. This primarily develops

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

91. In this certification-prep 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. Name the strategy, model it, and have learners reflect on when to use it.
- D. Give answers before learners attempt a task. This occurs during the planned classroom lesson.

92. In this certification-prep scenario, which practice best supports listening comprehension of a classroom lecture?

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

93. In this certification-prep scenario, 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. Repeat the steps in chunks and have the learner demonstrate each one.
- D. Give the directions only once with no pauses. This occurs during the planned classroom lesson.

94. In this certification-prep scenario, 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. Exclude the learner from all discussions. This occurs during the planned classroom lesson.
- C. Require an immediate long speech without planning.
- D. Assume silence means the learner understands nothing.

95. In this certification-prep scenario, a student needs to organize ideas before writing an explanation. The best support is

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

96. In this certification-prep scenario, which response shows that a teacher values a learner's home language?

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

97. In this certification-prep scenario, which activity builds awareness of prefixes and word families?

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

98. In this certification-prep scenario, 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.

99. In this certification-prep scenario, a teacher groups words such as actor, teacher, and runner. The focus is

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

100. In this certification-prep scenario, a teacher gives students sentence starters before a debate. The starters should primarily

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

101. In this certification-prep scenario, which feedback is most useful after an oral rehearsal for a presentation?

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

102. In this certification-prep scenario, 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.

103. In this certification-prep scenario, 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.

104. In this certification-prep scenario, 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. Copy every sentence from the speech. This occurs during the planned classroom lesson.
- C. Analyze how a speaker uses reasons and evidence to support a claim.
- D. Avoid discussing audience or purpose. This occurs during the planned classroom lesson.

105. In this certification-prep scenario, 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.

106. In this certification-prep scenario, which teacher action most promotes language production after a video?

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

107. In this certification-prep scenario, a teacher asks a learner to explain a diagram using because and therefore. This supports

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

108. In this certification-prep scenario, 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. replace the science question with a spelling test.
- C. wait until the learner is fully fluent to assess science.
- D. grade only minor grammar errors in the response.

109. In this certification-prep scenario, which strategy helps students revise word choice?

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

110. In this certification-prep scenario, which type of question best invites a learner to elaborate?

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

111. In this certification-prep scenario, which practice helps students notice subject-verb agreement in their own writing?

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

112. In this certification-prep scenario, 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. contain only teacher notes that students cannot access.
- D. include meaningful words that are revisited and used in tasks.

113. In this certification-prep scenario, 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. Provide frames for explaining a solution and asking a partner why.
- D. Limit responses to one memorized word. This occurs during the planned classroom lesson.

114. In this certification-prep scenario, 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. List all vowels in each sentence. This occurs during the planned classroom lesson.
- D. Sort sentences into a topic sentence, details, and conclusion.

115. In this certification-prep scenario, 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. General academic words such as analyze, compare, and justify.
- C. Only slang used in one social group.
- D. Names of every student in the school.

116. In this certification-prep scenario, a teacher asks students to compare two sources on the same topic. The academic language focus is

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

117. In this certification-prep scenario, a teacher says a word naturally and students mark stressed syllables. This targets

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

118. In this certification-prep 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.

119. In this certification-prep 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. Avoid explaining routines to preserve independence. This occurs during the planned classroom lesson.
- D. Model routines explicitly and revisit them with visuals and practice.

120. In this certification-prep scenario, 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. listen to a short explanation and orally retell the key steps.
- D. complete a silent spelling list with no listening. This occurs during the planned classroom lesson.

Practice Exam 14: Answer Key and Explanations

1. 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

2. C — 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

3. 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

4. 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

5. A — 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

6. 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

7. 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

8. C — 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

9. 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

10. 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

11. A — 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

12. 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

13. A — 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.

14. 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

15. 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

16. B — 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

17. D — 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

18. B — 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

19. 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

20. A — 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

21. D — 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

22. A — 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.

23. 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

24. 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.

25. 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

26. D — 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

27. A — 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

28. 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

29. D — 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.

30. 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

31. 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.

32. 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

33. C — 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

34. D — 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

35. A — 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

36. B — 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

37. C — 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

38. B — 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

39. A — 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

40. 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

41. 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

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61. D — 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

62. C — 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.

63. 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

64. 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.

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67. B — 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

68. C — 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

69. B — 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.

70. C — 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

71. 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.

72. D — 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

73. B — 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

74. 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,

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75. 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

76. A — 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

77. 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

78. B — 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

79. 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

80. A — 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

81. A — 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

82. 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

83. C — 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

84. 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

85. B — 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

86. D — 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

87. 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

88. C — 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

89. B — 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

90. A — 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

91. C — 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

92. 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

93. C — 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.

94. A — 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

95. 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

96. B — 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

97. 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

98. C — 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

99. D — 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

100. A — 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

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