

# **PRACTICE EXAM 19: ESOL/ESL TEACHER CERTIFICATION PREP (120 QUESTIONS)**

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*This 120-question practice exam covers language structure, acquisition, assessment, literacy, instruction, culture, and professional practice. Select the best answer for each question. Use the answer key and explanations after completing the exam to identify priorities for review.*

1. While preparing an inclusive ESOL lesson, answer this question: What does a grapheme represent?

- A. a pause between clauses
- B. a complete sentence meaning
- C. a grammatical tense marker
- D. a written letter or letter combination that represents a sound

2. Select the best evidence-based response: What is an item distractor?

- A. an incorrect response option designed to be plausible
- B. the correct answer on a test
- C. a scoring guide for an essay
- D. a question that has no stem

3. For multilingual-learner instruction, determine the strongest answer: Why should teachers avoid deficit language?

- A. It makes lessons too short.
- B. It can obscure students' strengths and lead to lowered expectations.
- C. It guarantees higher test scores.
- D. It replaces the need for assessment.

4. While preparing an inclusive ESOL lesson, answer this question: Which practice helps students understand success criteria?

- A. keeping criteria secret until grading
- B. using only a final numeric score
- C. sharing an annotated model and a clear rubric before work begins
- D. changing the goal during the task

5. Select the best evidence-based response: In English, which syllable is usually stressed in PHOtograph?

- A. the second syllable
- B. the third syllable
- C. the first syllable
- D. every syllable equally

6. For multilingual-learner instruction, determine the strongest answer: Which data source is most useful for tracking speaking growth?

- A. recorded speaking samples scored with the same rubric over time
- B. a single attendance report
- C. a list of library books checked out
- D. a handwriting sample only

7. While preparing an inclusive ESOL lesson, answer this question: What is a dialect?

- A. an incomplete form of a standard language
- B. a speech error pattern only
- C. a private code without rules
- D. a systematic variety of a language associated with a community or region

8. Select the best evidence-based response: What is the main purpose of a content objective?

- A. to list classroom behavior rules
- B. to state the subject-matter learning students will demonstrate
- C. to identify a student's home language
- D. to replace language objectives

**9.** For multilingual-learner instruction, determine the strongest answer: Which statement best describes a minimal pair?

- A. Two words share the same spelling but differ in meaning.
- B. Two words differ by one phoneme and have different meanings.
- C. Two words use the same suffix.
- D. Two phrases have identical stress.

**10.** While preparing an inclusive ESOL lesson, answer this question: What does test washback refer to?

- A. the influence of assessment on teaching and learning
- B. the process of scoring essays twice
- C. a student's emotional response to a test
- D. the number of questions missed

**11.** Select the best evidence-based response: Which practice helps reduce cultural load in a task?

- A. removing all academic vocabulary
- B. giving no directions
- C. making needed background knowledge explicit and providing context
- D. assuming shared experiences

**12.** For multilingual-learner instruction, determine the strongest answer: Which feature makes a classroom discussion equitable?

- A. calling only on the fastest speakers
- B. grading accents rather than ideas
- C. allowing one student to dominate
- D. structured turn-taking and multiple ways to prepare contributions

**13.** While preparing an inclusive ESOL lesson, answer this question: What is the primary role of inflectional morphology?

- A. to create an entirely new word class
- B. to mark grammatical information such as tense or number

- C. to identify sentence stress
- D. to determine word origins

**14.** Select the best evidence-based response: Which feedback is most actionable?

- A. Your writing is bad.
- B. Try harder next time.
- C. Use linking words to show how your evidence supports the claim.
- D. Good job.

**15.** For multilingual-learner instruction, determine the strongest answer: What does linguistic discrimination involve?

- A. teaching vocabulary explicitly
- B. using a bilingual glossary
- C. asking for clarification
- D. unfair treatment based on language, accent, or language variety

**16.** While preparing an inclusive ESOL lesson, answer this question: What is an authentic assessment task?

- A. a meaningful task resembling how language is used beyond a test
- B. a list of isolated grammar items
- C. a timed copying exercise
- D. a random set of word definitions

**17.** Select the best evidence-based response: Which is an example of a derivational affix?

- A. the -ness in kindness
- B. the -s in cats
- C. the -ed in walked
- D. the -er in taller

**18.** For multilingual-learner instruction, determine the strongest answer: What is an analytic rubric?

- A. a rubric with one overall impression score
- B. a list of test administration rules
- C. a rubric that scores separate criteria individually
- D. a chart of attendance data

**19.** While preparing an inclusive ESOL lesson, answer this question: Which response to a student's accent is most appropriate?

- A. require native-like pronunciation immediately
- B. focus on intelligibility and communicative effectiveness rather than eliminating identity
- C. publicly correct every sound
- D. discourage the student from speaking

**20.** Select the best evidence-based response: Which is a productive language skill?

- A. listening to directions
- B. reading a chart
- C. viewing a film
- D. writing a summary

**21.** For multilingual-learner instruction, determine the strongest answer: What is an allophone?

- A. a word borrowed from another language
- B. a predictable variant pronunciation of a phoneme
- C. a written symbol for a sound
- D. a stress pattern in a phrase

**22.** While preparing an inclusive ESOL lesson, answer this question: Which assessment practice is least likely to be culturally responsive?

- A. allowing students to explain reasoning
- B. using clear task directions
- C. reviewing possible bias
- D. assuming unfamiliar background knowledge is neutral

**23.** Select the best evidence-based response: What is implicit bias?

- A. an automatic association that can affect judgments and actions
- B. a deliberate lesson objective
- C. a formal language assessment
- D. a written classroom rule

**24.** For multilingual-learner instruction, determine the strongest answer: What is a receptive language skill?

- A. producing an oral presentation
- B. writing an essay
- C. understanding language through listening or reading
- D. giving peer feedback

**25.** While preparing an inclusive ESOL lesson, answer this question: Which language feature concerns meaning in context?

- A. phonology
- B. morphology
- C. pragmatics
- D. orthography

**26.** Select the best evidence-based response: Why use multiple measures when assessing English learners?

- A. one test always measures every skill perfectly
- B. different sources provide a more complete picture of learning
- C. scores become less useful with more evidence
- D. all measures should produce identical results

**27.** For multilingual-learner instruction, determine the strongest answer: Which classroom norm most promotes intercultural competence?

- A. examining perspectives respectfully and avoiding stereotypes
- B. treating one culture as the default
- C. asking students to represent an entire group

D. avoiding all discussion of culture

**28.** While preparing an inclusive ESOL lesson, answer this question: Which task most naturally requires output?

- A. watching a video silently
- B. listening to a lecture
- C. highlighting a worksheet
- D. explaining a procedure to a partner

**29.** Select the best evidence-based response: What does syntax describe?

- A. the history of a word
- B. the sound quality of a vowel
- C. the spelling of a word
- D. the rules for arranging words into phrases and sentences

**30.** For multilingual-learner instruction, determine the strongest answer: What does a portfolio allow a teacher to examine?

- A. only one timed response
- B. a single vocabulary definition
- C. growth and work over time
- D. student seating preferences

**31.** While preparing an inclusive ESOL lesson, answer this question: What is acculturation?

- A. loss of every prior cultural identity
- B. adaptation that can occur as people interact with a new cultural environment
- C. a test of English grammar
- D. a method of phonics instruction

**32.** Select the best evidence-based response: What is comprehensible output theory associated with?

- A. the value of producing language that pushes learners to notice gaps

- B. the idea that learners should never speak
- C. a method for scoring essays
- D. the replacement of reading with drills

**33.** For multilingual-learner instruction, determine the strongest answer: Which word contains a bound morpheme?

- A. book
- B. quick
- C. chair
- D. unhappy

**34.** While preparing an inclusive ESOL lesson, answer this question: Which is the clearest example of a selected-response item?

- A. a multiple-choice question with four options
- B. an oral presentation with visuals
- C. a laboratory investigation
- D. a student conference

**35.** Select the best evidence-based response: Which statement reflects an additive view of bilingualism?

- A. English development requires abandoning the home language.
- B. Developing English can build on and coexist with the home language.
- C. Only one language should be valued at school.
- D. Home-language literacy has no instructional value.

**36.** For multilingual-learner instruction, determine the strongest answer: Which teacher prompt invites clarification?

- A. Write the answer exactly as I say it.
- B. Do not ask questions.
- C. Could you say that another way or show me what you mean?
- D. Skip the discussion.

**37.** While preparing an inclusive ESOL lesson, answer this question: Which feature most clearly distinguishes the English /p/ and /b/ sounds?

- A. stress
- B. word order
- C. orthography
- D. voicing

**38.** Select the best evidence-based response: What does validity address in assessment?

- A. whether evidence supports the intended interpretation of scores
- B. whether every student earns the same score
- C. whether the test is short
- D. whether answers are easy to count

**39.** For multilingual-learner instruction, determine the strongest answer: What is a common purpose of a home-language survey?

- A. to assign students to special education automatically
- B. to determine citizenship status
- C. to help identify students who may need language support services
- D. to replace language assessment

**40.** While preparing an inclusive ESOL lesson, answer this question: What does negotiated interaction involve?

- A. students memorize a dialogue silently
- B. participants clarify and modify language to resolve misunderstandings
- C. teachers avoid asking questions
- D. learners copy a transcript

**41.** Select the best evidence-based response: Which term refers to a word's dictionary form and its core meaning?

- A. allophone
- B. intonation
- C. register

D. lexeme

**42.** For multilingual-learner instruction, determine the strongest answer: What is interrater reliability?

- A. the consistency of scores assigned by different raters
- B. the number of items on a test
- C. the difficulty level of a question
- D. a student's motivation to test

**43.** While preparing an inclusive ESOL lesson, answer this question: Which practice best supports family engagement?

- A. sending information only in English
- B. contacting families only when problems occur
- C. communicating in accessible languages and inviting two-way participation
- D. assuming all families use email

**44.** Select the best evidence-based response: Which condition is most likely to lower anxiety?

- A. public timed correction
- B. unexplained grading rules
- C. competitive elimination games
- D. a predictable routine with supportive opportunities to rehearse

**45.** For multilingual-learner instruction, determine the strongest answer: What is the smallest meaningful unit of sound in a language?

- A. morpheme
- B. phoneme
- C. syllable
- D. grapheme

**46.** While preparing an inclusive ESOL lesson, answer this question: Which accommodation maintains the construct of a content assessment?

- A. providing approved linguistic support without changing the content target
- B. giving answers in the student's home language
- C. removing every challenging item
- D. scoring only handwriting

**47.** Select the best evidence-based response: What is culturally sustaining pedagogy intended to do?

- A. replace academic content with celebrations
- B. support learning while affirming and sustaining students' cultural and linguistic practices
- C. group students only by ethnicity
- D. require one communication style

**48.** For multilingual-learner instruction, determine the strongest answer: What is the affective filter hypothesis concerned with?

- A. how many words a learner can decode
- B. how spelling rules are organized
- C. how anxiety, motivation, and confidence can influence language acquisition
- D. how tests are scored

**49.** While preparing an inclusive ESOL lesson, answer this question: Which final check is most useful when planning an ESOL lesson?

- A. choose the most colorful worksheet
- B. remove all student interaction
- C. write the answer key first
- D. verify that content goals, language demands, supports, and assessment align

**50.** Select the best evidence-based response: What is diagnostic assessment intended to identify?

- A. students' current strengths, needs, and prior knowledge
- B. the final course grade
- C. whether a school meets budget targets
- D. the teacher's preferred method

**51.** For multilingual-learner instruction, determine the strongest answer: Which teacher action demonstrates asset-based thinking?

- A. treating home languages as obstacles
- B. connecting instruction to students' linguistic and cultural strengths
- C. lowering goals because students are multilingual
- D. avoiding family input

**52.** While preparing an inclusive ESOL lesson, answer this question: Which classroom response best supports a student in a silent period?

- A. force immediate oral presentations
- B. assume the student understands nothing
- C. provide low-pressure participation options and rich input
- D. exclude the student from interaction

**53.** Select the best evidence-based response: What does equity mean in instruction?

- A. giving every learner identical support regardless of need
- B. providing supports according to learners' needs so they can access meaningful goals
- C. lowering all goals for multilingual learners
- D. avoiding assessment data

**54.** For multilingual-learner instruction, determine the strongest answer: What should a teacher do after analyzing an exit ticket?

- A. discard it after recording a grade
- B. replace all instruction with testing
- C. compare students publicly
- D. use the results to plan the next instructional step

**55.** While preparing an inclusive ESOL lesson, answer this question: What is translanguaging in instruction?

- A. requiring students to use English only at all times
- B. translating every test answer

- C. strategically using learners' full linguistic resources to support meaning making
- D. teaching one language in isolation

**56.** Select the best evidence-based response: What is fossilization?

- A. persistent non-target-like language features that resist change over time
- B. rapid vocabulary growth
- C. a short silent period
- D. a new spelling strategy

**57.** For multilingual-learner instruction, determine the strongest answer: Which support best helps a student paraphrase?

- A. modeling how to restate an idea and cite the original source
- B. asking for word-for-word copying
- C. telling the student to avoid sources
- D. grading only grammar

**58.** While preparing an inclusive ESOL lesson, answer this question: Which criterion improves a rubric's usefulness?

- A. one overall score with no explanation
- B. descriptors that distinguish levels of performance
- C. criteria unrelated to the task
- D. points hidden from students

**59.** Select the best evidence-based response: Which practice is most likely to build background knowledge?

- A. starting with a high-stakes test
- B. assigning a dense text without preview
- C. avoiding student questions
- D. using visuals, realia, and short accessible sources before a new unit

**60.** For multilingual-learner instruction, determine the strongest answer: Which error pattern may indicate interlanguage development?

- A. lack of effort in every task
- B. a permanent inability to learn
- C. consistent use of a developing grammatical rule
- D. random behavior unrelated to language

**61.** While preparing an inclusive ESOL lesson, answer this question: What is academic integrity in language learning?

- A. copying text without citation
- B. using translation tools to hide plagiarism
- C. using sources honestly and acknowledging others' ideas
- D. sharing test answers

**62.** Select the best evidence-based response: What is a performance-based assessment?

- A. a test containing only selected-response items
- B. a survey of student preferences
- C. a record of daily attendance
- D. an assessment requiring students to demonstrate a skill or produce a product

**63.** For multilingual-learner instruction, determine the strongest answer: What does a think-aloud model for readers?

- A. the correct answer to every question
- B. the invisible comprehension processes used while reading
- C. a student's ability to write quickly
- D. the history of a text

**64.** While preparing an inclusive ESOL lesson, answer this question: What is an appropriate use of error analysis?

- A. identify patterns in learner language to plan focused instruction
- B. count errors only to lower grades
- C. correct every difference as a failure
- D. ignore recurring patterns

**65.** Select the best evidence-based response: Which question helps evaluate a source?

- A. What is the font size?
- B. How many pages are printed?
- C. Which color is the logo?
- D. What evidence and purpose does this source present?

**66.** For multilingual-learner instruction, determine the strongest answer: Which task best assesses listening comprehension?

- A. copying a paragraph accurately
- B. following oral directions to complete a task
- C. writing a personal narrative
- D. sorting word cards alphabetically

**67.** While preparing an inclusive ESOL lesson, answer this question: Which activity best supports grammatical accuracy in context?

- A. noticing and revising language in a meaningful draft
- B. reciting isolated rules without examples
- C. copying a grammar chart
- D. taking a spelling test only

**68.** Select the best evidence-based response: Which prompt encourages metacognition?

- A. What is your favorite color?
- B. How many chairs are present?
- C. Which strategy helped you understand this paragraph?
- D. Who finished first?

**69.** For multilingual-learner instruction, determine the strongest answer: What is media literacy?

- A. the ability to type quickly

- B. the ability to memorize advertisements
- C. the ability to avoid all online texts
- D. the ability to analyze, evaluate, and create messages in different media

**70.** While preparing an inclusive ESOL lesson, answer this question: What is formative assessment used for?

- A. to adjust teaching while learning is occurring
- B. to assign an annual accountability rating
- C. to select a school building
- D. to replace instruction

**71.** Select the best evidence-based response: What is the first step in a process-writing approach?

- A. publishing a final copy
- B. grading the completed draft
- C. planning ideas for a purpose and audience
- D. editing punctuation only

**72.** For multilingual-learner instruction, determine the strongest answer: What is metacognition?

- A. memorization without reflection
- B. awareness and regulation of one's own thinking and learning
- C. a type of phoneme
- D. a scoring error

**73.** While preparing an inclusive ESOL lesson, answer this question: Which digital practice supports multilingual learners?

- A. captioned media paired with purposeful discussion and language support
- B. unrestricted translation of every answer
- C. videos without a learning task
- D. technology used only for testing

**74.** Select the best evidence-based response: What is the Zone of Proximal Development?

- A. the learner's permanent ability level
- B. a method for grading essays
- C. a type of language assessment
- D. the range of learning possible with appropriate support

75. For multilingual-learner instruction, determine the strongest answer: Which strategy most directly develops cohesion in writing?

- A. requiring longer paragraphs only
- B. teaching pronoun reference and transitional expressions
- C. eliminating all conjunctions
- D. using more capital letters

76. While preparing an inclusive ESOL lesson, answer this question: Which practice promotes learner autonomy?

- A. making every decision for students
- B. withholding criteria for success
- C. teaching students to set goals and use self-monitoring strategies
- D. giving answers before students try

77. Select the best evidence-based response: What is multiliteracy?

- A. the ability to make meaning through varied languages, modes, and media
- B. the ability to read only printed English
- C. a score on a spelling test
- D. a single handwriting method

78. For multilingual-learner instruction, determine the strongest answer: Which practice most directly supports oral language development?

- A. silent worksheet completion
- B. copying definitions repeatedly
- C. independent seatwork only
- D. structured partner talk with a clear purpose

**79.** While preparing an inclusive ESOL lesson, answer this question: What is the purpose of a mentor text?

- A. to replace all student writing
- B. to test reading speed
- C. to provide an example students can analyze and emulate
- D. to list grammar rules only

**80.** Select the best evidence-based response: What is explicit instruction?

- A. asking students to discover every rule alone
- B. clear modeling, guided practice, and feedback on a defined skill
- C. using no examples during teaching
- D. assigning work without directions

**81.** For multilingual-learner instruction, determine the strongest answer: Which practice supports access for students with interrupted formal education?

- A. assume grade-level literacy in every language
- B. explicitly teach routines and background knowledge while building literacy
- C. avoid visuals and demonstrations
- D. use only independent online work

**82.** While preparing an inclusive ESOL lesson, answer this question: What does wait time allow multilingual learners to do?

- A. avoid participating in class
- B. finish a standardized test early
- C. process language and prepare a response
- D. memorize an answer key

**83.** Select the best evidence-based response: Which feedback helps revision most?

- A. a specific comment tied to a stated writing goal
- B. a score with no explanation
- C. a comment about effort only

D. a correction made without student review

**84.** For multilingual-learner instruction, determine the strongest answer: Which objective states a language function?

- A. Students will complete page 42.
- B. Students will sit quietly during math.
- C. Students will receive a score.
- D. Students will justify a solution using because and therefore.

**85.** While preparing an inclusive ESOL lesson, answer this question: What should an ESOL teacher document after providing an intervention?

- A. only the student's final grade
- B. the teacher's personal opinion
- C. the support used, student response, and next planned step
- D. a list of unrelated activities

**86.** Select the best evidence-based response: Which scaffold best supports a beginner during a science discussion?

- A. labeled visuals and sentence frames
- B. a longer independent reading assignment
- C. a speeded spelling quiz
- D. an unmodified research article

**87.** For multilingual-learner instruction, determine the strongest answer: What is a sentence frame designed to provide?

- A. a permanent substitute for student thinking
- B. a list of required test answers
- C. a method for teaching handwriting
- D. temporary language support for expressing an idea

**88.** While preparing an inclusive ESOL lesson, answer this question: What is a language function?

- A. the number of words in a sentence
- B. the communicative purpose language serves, such as explaining or comparing
- C. a student's home-language level
- D. a type of seating chart

**89.** Select the best evidence-based response: Which professional action is most ethical?

- A. seek appropriate training and collaborate when a learner's needs exceed one's expertise
- B. promise services outside one's qualifications
- C. share confidential data for convenience
- D. ignore communication barriers

**90.** For multilingual-learner instruction, determine the strongest answer: What is the main purpose of a language objective?

- A. to list every standard in a course
- B. to replace the content objective
- C. to describe classroom furniture
- D. to state the language students will use or develop during the lesson

**91.** While preparing an inclusive ESOL lesson, answer this question: Which writing support is most useful before drafting an argument?

- A. a final grade report
- B. a silent spelling drill
- C. a graphic organizer for claim, reasons, and evidence
- D. a list of unrelated definitions

**92.** Select the best evidence-based response: Which lesson component most supports transfer?

- A. repeating the identical exercise only
- B. asking students to apply a language skill in a new but related context
- C. memorizing the answer key
- D. ending instruction after modeling

**93.** For multilingual-learner instruction, determine the strongest answer: What is reflective teaching?

- A. systematically examining practice and using evidence to improve it
- B. using the same lesson every year
- C. avoiding feedback from students
- D. grading without reviewing results

**94.** While preparing an inclusive ESOL lesson, answer this question: Which interaction is most likely to promote meaningful output?

- A. copying notes from a board
- B. explaining a solution to a partner
- C. listening to a recorded lecture
- D. matching isolated words

**95.** Select the best evidence-based response: What does close reading emphasize?

- A. reading as rapidly as possible
- B. memorizing every paragraph
- C. careful evidence-based analysis of a text
- D. choosing a book by its cover

**96.** For multilingual-learner instruction, determine the strongest answer: What is strategic use of the first language?

- A. using it to avoid all English interaction
- B. forbidding it in every circumstance
- C. translating every classroom conversation
- D. using it purposefully to clarify concepts and connect prior knowledge

**97.** While preparing an inclusive ESOL lesson, answer this question: Which source is strongest for making instructional decisions?

- A. a single test score alone
- B. a colleague's preference only

- C. a random online activity
- D. a combination of classroom evidence, assessment data, and knowledge of learners

**98.** Select the best evidence-based response: What does comprehensible input mean?

- A. language learners can understand with appropriate support
- B. language spoken only by native speakers
- C. input that contains no new vocabulary
- D. a test given without accommodations

**99.** For multilingual-learner instruction, determine the strongest answer: Which text feature can help readers locate information quickly?

- A. a character's dialogue
- B. a rhyme scheme
- C. headings and subheadings
- D. a plot twist

**100.** While preparing an inclusive ESOL lesson, answer this question: Which feedback type is often least disruptive during conversation?

- A. a lengthy grammar lecture immediately
- B. a brief recast embedded in a meaningful response
- C. public correction of every error
- D. withholding all response

**101.** Select the best evidence-based response: What does scaffolding mean?

- A. temporary support that is gradually removed as learners gain independence
- B. permanent simplification of every task
- C. a test given before instruction
- D. a method of ranking students

**102.** For multilingual-learner instruction, determine the strongest answer: Which term describes language needed for abstract academic tasks?

- A. BICS
- B. dialect
- C. digraph
- D. CALP

**103.** While preparing an inclusive ESOL lesson, answer this question: What is the most direct way to teach a Tier 2 word?

- A. ask students to look it up once
- B. avoid using it in discussion
- C. explain its meaning, model use, and revisit it in varied contexts
- D. teach it only through spelling

**104.** Select the best evidence-based response: What is recasting?

- A. asking a learner to repeat an error
- B. reformulating a learner's message in a more accurate form while preserving meaning
- C. giving a vocabulary quiz
- D. changing the lesson topic

**105.** For multilingual-learner instruction, determine the strongest answer: Which question asks students to compare?

- A. What is the definition of solution?
- B. Who wrote the chapter?
- C. When is lunch?
- D. How are these two solutions alike and different?

**106.** While preparing an inclusive ESOL lesson, answer this question: Which term describes language used for social interaction?

- A. CALP
- B. BICS
- C. phonics

D. translanguaging

**107.** Select the best evidence-based response: Which practice supports reading fluency?

- A. repeated reading with feedback
- B. reading a new passage once without support
- C. copying words silently
- D. completing only vocabulary quizzes

**108.** For multilingual-learner instruction, determine the strongest answer: Which question promotes higher-order language use?

- A. What color is the heading?
- B. Which word appears first?
- C. What evidence supports your conclusion?
- D. How many letters are in the title?

**109.** While preparing an inclusive ESOL lesson, answer this question: What is an illocutionary act?

- A. the number of sounds in a word
- B. a written spelling convention
- C. the intended communicative action performed by an utterance
- D. a grammatical suffix

**110.** Select the best evidence-based response: Which reading strategy helps students monitor comprehension?

- A. asking themselves whether the text makes sense
- B. copying every sentence exactly
- C. skipping unfamiliar sections
- D. reading only the title

**111.** For multilingual-learner instruction, determine the strongest answer: What is phonics instruction?

- A. teaching students to memorize whole books

- B. teaching only word meanings
- C. teaching sentence punctuation alone
- D. teaching relationships between letters and speech sounds

**112.** While preparing an inclusive ESOL lesson, answer this question: What does gradual release of responsibility describe?

- A. having students work independently first
- B. moving from teacher modeling to guided practice and independent use
- C. letting students choose all standards
- D. grading before instruction

**113.** Select the best evidence-based response: Which activity develops pragmatic competence?

- A. role-playing how to make a polite request in different settings
- B. reciting verb tables only
- C. sorting words by length
- D. copying punctuation marks

**114.** For multilingual-learner instruction, determine the strongest answer: What is the communicative purpose of a persuasive text?

- A. to list events in time order
- B. to explain a laboratory procedure
- C. to describe a setting only
- D. to convince an audience to accept a position

**115.** While preparing an inclusive ESOL lesson, answer this question: Which activity best develops phonemic awareness?

- A. matching a word to a picture
- B. identifying the first sound in sun
- C. copying a sentence
- D. sorting books by title

**116.** Select the best evidence-based response: Which feature is central to SIOP-style planning?

- A. one test at the end of every lesson
- B. teacher talk without interaction
- C. clear content and language objectives
- D. unmodified lecture notes

**117.** For multilingual-learner instruction, determine the strongest answer: What is prosody?

- A. the alphabetic spelling of a word
- B. the number of words in a paragraph
- C. a type of written assessment
- D. patterns of stress, rhythm, and intonation in speech

**118.** While preparing an inclusive ESOL lesson, answer this question: Which is a common feature of academic language?

- A. precise vocabulary and explicit connections among ideas
- B. only short familiar words
- C. complete avoidance of complex sentences
- D. informal slang and gestures

**119.** Select the best evidence-based response: What is a semantic map?

- A. a list of alphabetic spelling rules
- B. a visual organizer showing relationships among concepts and words
- C. a chart for recording attendance
- D. a timed fluency score

**120.** For multilingual-learner instruction, determine the strongest answer: What is sheltered instruction?

- A. teaching only grammar without content
- B. separating language from all subject learning
- C. content teaching made comprehensible through planned language supports
- D. removing grade-level concepts

## Practice Exam 19: Answer Key and Explanations

1. **D** — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.
2. **A** — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.
3. **B** — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.
4. **C** — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.
5. **C** — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.
6. **A** — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.
7. **D** — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.
8. **B** — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.
9. **B** — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.
10. **A** — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development.





















The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

**116. C** — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

**117. D** — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

**118. A** — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

**119. B** — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

**120. C** — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.