

Mastering the Bilingual EC-6 Generalist Examination: Strategies and Content

Luis A. Rosado, Ed.D.

University of Texas at Arlington

rosado@uta.edu

817-272-7567

TExES Examinations

Tests	Content	Certification
1. TExES 190: Bilingual Target Language Proficiency Test—Spanish proficiency	It covers listening, speaking, reading and writing. Some of the tasks: write letters and a lesson plan. Have a conversation and deliver a speech. Listening and reading information and answer comprehension questions. Number of items: 4 sections Time: 3 1/3 hrs	Bilingual only
2. TExES 191: Generalist EC-6 examination	It covers the areas of ELA, mathematics,, social studies, science, fine arts, health, and physical education. Number of Items: 140 (15) Time: 4-5 hours	EC-6 certification or bilingual/ESL 191 + 164=192
3. TExES 192: Bilingual Generalist EC-6 Examination	It covers the areas of Bilingual education , ELA and reading, mathematics,, social studies, science, fine arts, health, and physical education Number of Items: 200 (15) Time: 4-5 hours	Bilingual only
4. TExES 160: The Pedagogy and Professional Responsibilities Examination EC-12	It covers the areas of designing and implementing instruction, assessment, classroom management, and roles and responsibilities. Number of Items: 80 (10) Time: 4-5 hours	Bilingual and ESL
5. TExES 193: ESL Generalist EC-6 Examination	Structure of English, L2 acquisition, assessment, foundations of bilingual education, ELA, mathematics,, social studies, science, fine arts, health, and physical education. Number of Items: 200 (15) Time: 4-5 hours	ESL only 191+154=193

TExES Examinations

Tests	Content
1. TExES 164: Bilingual Education Supplemental Examination	<p>It covers:</p> <ol style="list-style-type: none">1. foundations of bilingual education and the concepts of bilingualism and biculturalism;2. first and second language acquisition and development3. Development and assessment of bi-literacy;4. Content area instruction in L1 and L2 <p>Number of items: 70 60 will count</p>

Comparison of the Three Examinations

Competencies	TEExES 191: EC-6 Gen (45 Comp)	TEExES 192: Bil EC-6 Gen (49 Comp)	TEExES 193: EC-6 ESL Gen (55 Comp)
ELA Reading	32% (Comp 12)	22% Comp 12	22% Comp 12)
Mathematics	19% (Comp 6)	13% (Comp 6)	13% (Comp 6)
Social Studies	19% (Comp 5)	13% (Comp 5)	13% (Comp 5)
Science	18% (Comp 18)	12% (Comp 18)	12% (Comp 18)
Arts, Music, Health and PE	12% (Comp 4)	8% (Comp 4)	8% (Comp 4)
Bilingual Education		32% (Comp 4)	
Lang concept & lang Acquisition			8% (Comp 2)
ESL Inst & Assessment			14% (Comp 5)
Foundations, Culture & Family			10% (Comp 3)

The Framework of the Test

- 1. Student-centered Practices
- 2. Cognitive and Humanistic theories
- 3. Constructivism Theory
- 4. Developmentally appropriate practices
- 5. Equity V. Equality
- 6. Cultural and Linguistic considerations
- 7. Key vocabulary for each content
- 8. Review the understand the content and how it can be presented in a question.
- 9. Use theory and best teaching practices to answer questions (ideal situation).

Linking Content with the Questions

- The Use of Onset and Rimes:
-
- Introduce **Word Families** to support spelling patterns in English.
- English word families help students recognize frequently occurring letter patterns in the language like the **ack** in words like **pack, back and lack**.
- Word families are introduced through the use of **Onsets and rimes**.
- **Onset** refers to the initial **consonant or consonant clusters** of a syllable.
-
- **Rime** or **phonogram** refers to the combination of **vowels and consonants** that follow the onset. The **p** in **pump** is called the **onset** and the **ump** is the rime (also called **word family**). Traditionally, onset and rimes are introduced with monosyllabic words. Examples of common word families are listed below.
- **ay** - say, day, bay **ing** sing, ring, bring **est** -best, rest, crest
- **out** – shout, bout **ank** – bank, sank **ew** – few, dew, flew
- **ore** – more, sore **ight** – sight, might **eed** – deed, seed, weed

Possible Questions p. 19

- 1. Ms. Jefferson uses **monosyllabic** words to present the concept of **onset** and **rimes**. Identify the pair of words that best represent this concept.
- A. want-ed—walk-ed
- B. very—berry
- C. think-ing—eat-ing
- D. s-ank—b-ank

Question 1 Analysis

- 1. (D) is the correct answer. Onsets represent the first phoneme of a syllable or a monosyllabic word like the one presented in (D). Rimes follow the onset and these are linked to the concept of **word families**. The rime **ank** can be used to create multiple words, like **blank, tank and flank**. (A) and (C) are generally used to represent verb tenses and can not be considered the typical rime or word family. (B) is incorrect because the words **very** and **berry** represent the concept of minimal pairs—words that differ in only one phoneme (sound).

Question 2 p. 19

- 2. Identify the rationales for the popularity of onset and rimes to promote literacy in English.
- A. It is used to compensate for the grapheme-phoneme inconsistency of English
- B. It is used to teach words as **sight words**.
- C. It is the best approach to teach words with multiple syllables.
- D. It is the best approach to teach the spelling pattern for prefixes and suffixes.

Analysis 2

- 2. (A) is the correct answer. The use of onset and rime are used to compensate for the phoneme-grapheme inconsistency of English. Through the use of rimes, children can learn to recognize and spell multiple words. (B) is incorrect because the use of onset and rimes can contribute to the ability to recognize words, but it does not constitute the main reason for their use. (C) is incorrect because traditionally, onsets and rime are not used to deal with polysyllabic words. (D) is incorrect because prefixes generally represent morphemes while the onsets generally do not. Prefixes and suffixes are generally introduced using structural analysis.

Content: Chapter 89 Adaptations for Special Populations

- **Chapter 89 is the implementation of the TEC, Chapter 29 B.**
- **Subchapter BB. Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students**

Models of Bilingual Education Programs

- 1. Bilingual education from Kindergarten through the elementary grades, grade six is included in it is clustered with elementary grades.
- 2. A district shall provide a bilingual education program by offering a dual language program in prekindergarten through the elementary grades.
- 3. Dual Language K-12: Districts are authorized to establish a bilingual education program at grade levels in which the bilingual education program is not required under subsection (a) of this section.

Additional Language Programs

- 4. Bilingual education, instruction in ESL, or other transitional language program approved by the state in post-elementary grade through grade 8.
- 5. Instruction in ESL in grades 9-12
- 6. Voluntary Pre-K bilingual program

Transitional Bilingual Education

- **Goal:** To teach English as quickly as possible (Early exit—3-4 years)
- Native language instruction is used to deliver content
- ESL is used to promote English language development
- In grade 3—transition to English
- L1 is used to build literacy skills and academic concepts.

Dual Language: One-way

- **Goal:** Bilingualism and Bi-literacy
- **Population:** Language Minority Students learning L1 and L2.
- English dominant and Spanish dominant students (same ethnicity)
- Separation of languages

Dual Language: Two Way

- **Goal:** Bilingualism and bi-literacy”
- **Population:** Language minority and language majority students in one instructional setting learning two languages.
- Language learning is integrated with content instruction
- Separation of languages
- Both languages and culture are valued

Summary of Key Programs

Early Exit (2-4 years) Goal: Teaching English Key: Subtractive Bilingualism	Late Exit (4-7 Years) Goal: Bilingualism and bi-literacy Key: Additive bilingualism
Transitional Bilingual Education (TBE)	Two-way Dual Language
	One-way Dual Language Key Terms: Enrichment, language maintenance, bilingual bicultural, developmental bilingual education
Structured English Immersion— English Only Movement (CA, Arizona, MA)	Immersion Programs in Canada

3. Question

- 1. Mike is enrolled in a class of **all-Latino** students in a program that provides instruction **one day in Spanish and the other in English**. The **goal** of the program is to promote **proficiency in L1 and L2**.
- In what program is he enrolled?
 - A. Bilingual Program
 - B. Transitional Bilingual Education
 - C. Two-Way Dual language Program
 - D. One-way Dual language Program

Question 4

- The main difference between the dual language immersion programs in Canada and the structured immersion programs in the United States is that:
 - A. contrary to the Canadian programs, the US programs were designed for middle class students.
 - B. the Canadian programs were designed to teach French and the American programs were designed to teach English.
 - C. the US programs lead to bilingualism while the Canadians lead to monolingualism.
 - D. the Canadian programs lead to additive bilingualism while the US the programs lead to subtractive bilingualism

4. Explanation

- The correct response is (D). The Canadian immersion programs are designed to promote bilingualism. In the early elementary grades English speaking Canadians are immersed in the second language (French) and later in the process English is added as a subject; eventually the subject matters are taught in both languages. In the United States students receive instruction in L1 while learning English; once students are fluent in English, L1 instruction is removed. (A) is incorrect because the Canadian programs were designed for middle class students while the American programs were designed for poor disenfranchised language minority students. (C) is incorrect because the structured immersion programs in the U.S. are designed to teach English only, while in the Canadian model bilingualism promotes bilingualism.

- **Scenario:** Ms. Fuentes is a bilingual third grade teacher in Mountain View ISD. In her class, she has students of different English and Spanish speaking proficiencies. Every morning she reads stories from a Spanish reader that contains stories about the different ethnic and linguistic groups represented in the school community. Students are instructed to close their eyes and listen to the story. She uses dramatic reading and different tones of voice to highlight important parts of the story and to make the story more interesting. After this activity she asks questions about the story. Later, she allows students opportunities to read the story silently on their own to identify the gist of the story.
- 5. What language skill (s) is Ms. Fuentes emphasizing through dramatic reading?
 - A. listening and reading comprehension
 - B. reading comprehension
 - C. listening, speaking, reading and writing
 - D. listening comprehension

5. Explanation

The correct response is (D). Teachers use dramatic reading to make the story more interesting and to improve listening comprehension. Often teachers ask students to close their eyes to guide students to concentrate and listen for comprehension. Since students were instructed to close their eyes, reading comprehension is not the main purpose of the activity, thus options A and B are incorrect. Dramatic reading does not impact directly the speaking or writing skills, thus option C is also out.

Question 6

The Language Experience Approach is used to teach:

- A. English as a second and foreign language
- B. reading to language minority students
- C. writing skills for TAKS
- D. metacognitive strategies

6. Explanation

- The correct response is (B). The Language Experience Approach (LEA) was designed to teach reading to children from non mainstream groups as an alternative to the traditional basal readers. The basal reader contains stories written in a sequential format based on specific reading levels and representing middle class values and experiences. The LEA can be used to teach foreign languages (A) but it was not originally design for that population. It emphasizes writing skills but not necessarily for TAKS (C). Finally, there is no direct connection between LEA and the teaching of metacognitive strategies (D).

Content: Testing and Classification of Students

1. Home language survey is administer to students early in the semester.
2. Instruments to Assess Language Proficiency
 - (A) in prekindergarten through Grade 1, an oral language proficiency test, within 4 weeks of their enrollment), and
 - (B) in Grades 2-12, a TEA-approved oral language proficiency test and the English reading and English language arts sections from a TEA-approved norm-referenced measure (40th Percentile), or another test approved by TEA (TAKS).

ARD and LPAC

- Students with special needs
- The admission review and dismissal (ARD) committee in conjunction with the language proficiency assessment committee (LPAC) shall determine an appropriate assessment instrument and designated level of performance for indicating limited English proficiency for students for whom the tests would be inappropriate as part of the individualized education program (IEP).
- The decision for entry into a bilingual education or English as a second language program shall be determined by the ARD committee in conjunction with the language proficiency assessment committee.

Exit and Reclassification

- 1. TEA-approved tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in English;
- 2. Satisfactory performance on the reading assessment instrument, or a TEA-approved English language arts assessment instrument administered in English (TAKS), or a score at or above the 40th percentile on both the **English reading and the English language arts** sections of a TEA-approved norm-referenced assessment instrument for a student who is enrolled in Grade 1 or 2; and
- 3. Results of a subjective teacher evaluation.
- 4. Passing grades on all subjects
- 5. The LPAC and ARD (if applicable) will make reclassification decisions.

- (Pag. 4) Question 7. English language learners (ELLs) might have problems understanding the statement - *All the gold in Fort Knox cannot make me change my mind*. What type of knowledge should ELLs have to understand this statement?
- A. the concept of metaphor and allusion.
- B. the concept of a simile.
- C. the concept of an allusion.
- D. the concept of a hyperbole.
-

Explanation 7

- The correct response is (C). The idiomatic expression is alluding or making reference to Fort Knox, which used to be the main depository of gold reserves in the U.S. Listeners need to make a connection between the large amounts of gold in Fort Knox and the implications of the statement. (A) contains part of the answer, allusion, but includes the concept of a metaphor which is not present in the statement. A metaphor is a figure of speech that makes a direct comparison of two ideas like in the statement, *You are my Venus*. In this case the speaker is comparing someone to Venus, the goddess of love in Roman mythology. The concept of simile (B) is not present in the statement. A simile is similar to a metaphor but makes an indirect comparison by using the word, like or as—*You are like Venus*. A hyperbole (D) is an exaggeration like in the statement, “I am so hungry that I can eat a horse.” There is some degree of exaggeration in the statement but not strong enough to be considered a hyperbole

Questions 8 (Pag 56)

- Mr. Lawrence reads story to his kindergarten students in a very pleasant and natural tone of voice. Later, he uses a series of connected pictures representing events in the story. In addition to helping children understand the story, what other element is he emphasizing?
- A. The teacher is introducing the sound-symbol correspondence of the story.
- B. The teacher is filling the experiential gaps to be sure students can understand the story.
- C. The teacher is introducing sequencing and the story structure.
- D. The teacher is using developmentally appropriate practices since children at this stage cannot read on their own.

Explanation 8

- The correct answer is (C). The use of pictures to represent events in the story can be used to represent the sequencing of events in the story. It can also be used to introduce visually the parts of the story, i.e., characters, setting, plot, climax, and resolution. (A) is incorrect because the teacher is not connecting the pictures with the written text. Teachers can fill the background knowledge of the students through visuals (A), however, this activity is usually done as a pre-reading activity. Since the visual were used as a post-reading activity, we can believe that filling the gaps was not the primary purpose of the activity. The teacher is definitely using developmentally appropriate practices (D), but the real intent of the activity goes beyond that.
- Competency 003**

- (Pag 191) Question 4. Identify the statements that best describe the concept of “Sheltered English”
- A. It is a program designed to teach ESL and bilingual education to ELLs.
- B. It is the Canadian version of the bilingual education program
- C. It is a program designed to teach ESL through instruction in the content areas
- D. It is an example of a **submersion program** designed to promote bilingualism among students.

Explanation 8

- The correct Answer is (C). Sheltered English focuses on the delivery of content in contextualized situations together with English language development. Students with different primary languages receive content instruction in English. However, teachers use a variety of strategies whose goal is to facilitate comprehension and acquisition English and the content areas. The primary goal of the program is not to promote bilingual education (A), but to teach English and content concurrently. There is no direct connection between sheltered instruction and the bilingual education programs in Canada (B). (D) contains incorrect information since submersion does not lead to bilingualism. Moreover and contrary to Sheltered Instruction, in submersion students are placed in the all-English classroom without any kind of linguistic support.

More Content: The top-down approach

- The **Top-down approach** to reading relies on the schemata that readers bring to the text in their attempt to seek for meaning from print.
- Proceeds from the whole to the parts. It begins with whole text, sentences and words.
- Readers form hypothesis about the words they will encounter and take in only just enough visual information to test their hypothesis.
- Recognizing each word is not a prerequisite for comprehending the passage.
- The best representation of top-down models is the whole Language Approach. The Whole Language Approach (60s to 90s).
- After the 90s phonics instruction came back, and today teachers are using a **balanced reading** approach that combines features of both, phonics and whole language.

Question 9 (Pag 31)

- 1. The key feature of a balanced reading program is that it uses:
- A. a balanced between the receptive and productive skills of the language.
- B. a balanced between theory and application of reading concepts.
- C. phonics instruction as the primary method to teach English reading.
- D. best practices from the skill-based and the meaning-based approaches.

Explanation 9

- (D) is the correct answer. A balanced reading program combines phonics instruction, a skill-based approach, to teach decoding skills, and features from the whole language, a meaning-based approach, to teach reading. (A) is incorrect because the main thrust of a balanced reading program is not directly related to the listening and reading (receptive) and the speaking and writing (productive) components of language. (B) It makes sense to establish a balance between theory and application, but there is no direct connection with the concept of balanced reading program. (C) is incorrect because a balanced approach uses not only phonics skills but also whole language strategies.

Narrative and Expository Writing

- **Narrative writing** describes events or tells a story using context and often repetition to communicate ideas.
- It uses a predictable format containing three major components—beginning, middle and an ending.
- In the beginning part the characters, the setting and the problem are introduced.
- In the middle point, the topic is further developed creating a climax and a solution.

Expository writing

- **Expository writing** on the other hand provides an explanation of processes or concepts.
- It uses more **technical vocabulary** and it is **less redundant and contextualized** than narratives.
- This kind of technical writing is more **succinct, linear and hierarchical** in its development.
- The information is **structured topically, chronologically, or numerically**.
- In the topic format the information is organized in chapters divided among subtopics.
- The information can also be supplemented with **charts, graphs, tables** and other graphic representation arranged numerically.
- ELLs need have explicit information about this format and how to supplement information with the graphic materials available in expository writing.

- (Pag. 55) Question 10. The most comprehensive strategy to lead students to the stage of “reading to learn” content is to:
 - A. teach the technical vocabulary needed to understand the content.
 - B. teach the format used in textbooks and discuss how information is presented in each component.
 - C. teach cognates in L1 and L2 and explain how this knowledge can facilitate the understanding of new concepts.
 - D. provide a glossary of terms related to the content areas.

Explanation 10

- The correct answer is (B). Information in textbook is organized following a specific format that provides information different from the traditional narrative format used in children literature. Students need to make use of headings, subheading, glossaries, indexes, text boxes, highlighted areas, graphics and visuals to increase comprehension. Teaching technical vocabulary (A), the use of cognates (C), and the use of glossaries (D) are good strategies to help students gather information from textbooks, but individually they cannot account for the best answer.

Mathematics (pag. 155)

- **Question 11.** What plane figure has more lines of symmetry?
- A. square
- B. Equilateral triangle
- C. rectangle
- D. circle

Explanation 11

- (D) is the correct answer. A circle has an infinite number of lines of symmetry. (A) is incorrect because squares have only four lines of symmetry. (B) and C) are incorrect because both the equilateral triangle (3) and rectangles (2) have fewer lines of symmetry than the squares or the circle.

Physical Science (pag. 143)

- **Question 12.** Vinegar is composed of two substances—Acetic acid, a colorless liquid, and water. This combination of substances is an example of a:
 - A. compound
 - B. mixture
 - C. chemical
 - D. substance

Explanation 12

- The correct answer is (B). A mixture is a physical combination of two or more substances which retain their own chemical properties, i.e., the mixture can be separated into the original substances—acetic acid and water. (A) is incorrect because in a compound the substances are chemically combined, and in the case of vinegar the substances are only mixed physically. (C) and (D) are incorrect because they lack the specificity required of the answer.

Social Studies (pag. 177)

- **Question 13.** To apply the concept of time zones, students need to have a clear understanding of:
 - A. the International Date Line
 - B. the revolution movement of the Earth
 - C. the concept of meridians of longitude
 - D. the concept of the parallels of latitude

Explanation 13

- (C) is the correct answer; the Earth is divided into 24 zones based on the rotation of the Earth and its exposure to sun light. This rotation creates day and night and consequently the time concept. (A) is incorrect because the International Date Line is only one of 24 time zones of the Earth. (B) is incorrect because the term revolution describes the movement of the Earth around the sun, which affects the seasons but not necessarily the time zones. (D) is incorrect because the parallels of latitude do not affect the time zones.

Physical Education (pag. 384)

- **Question 14.** The most appropriate and safe way to provide exercise for kindergarten and first grade students is:
 - A. jogging and walking
 - B. games that require physical activity
 - C. games that require endurance
 - D. contact sports

Music (Pag. 351)

- **Question 15.** Identify the statement that best describes the significance of the following lyrics:
- **“Texas, Our Texas! all hail the mighty State!
Texas, Our Texas! so wonderful so great!
Boldest and grandest, withstanding ev'ry test
O Empire wide and glorious, you stand supremely
blest.”**
-
- A. It is the national anthem of Texas.
- B. It is the state song.
- C. It is the state poem.
- D. It is a translation of an ancient song from the Caddo Indians.

Mathematics (Pag. 157)

- **Question 16.** Margarita recently moved to Texas from Chile. During the first week in Texas she noticed that her 6 year old child was not feeling well. She purchased a thermometer and took the temperature of the child. The thermometer showed a temperature of 98 degrees Fahrenheit. Margarita became highly agitated and scared with the reading, and tried again using a different instrument. She got the same reading again. What Margarita should do?
 - - A. Take the child to the doctor immediately.
 - B. Remove excessive clothing from the child and use cold water or ice to lower his body temperature.
 - C. Keep an eye on the child but no further action is needed.
 - D. Call 911 and request an ambulance to take the child to the emergency room.

History of Art

Age	Civilizations/ Events	Art	Music
The Prehistoric	Homosapiens	Cave Painting—Caves of Altamira in	Natural sounds, voice and beat patterns
The Ancient (to 500 ce)	Mesopotamia, Babylonians, Egyptians, Roman, Greeks	Multiple works of art Venus de Milo The Pantheon	Flutes, harps.. Music to entertain the elite
The Medieval period (500-1400)	Byzantine civilization, Barbaric tribes, feudal system, the Crusades, Teotihuacan, Moors in Spain, Inca Empire	Christian Realism, paintings, sculptures, Gothic churches,	Wind instruments, flutes, bagpipes, fiddles, and trombones
Renaissance (15-17th century)	Development of nations in Europe. Ottoman Empire, Discovery and Colonization of the Americas	Dante—Inferno; Chaucer—The Canterbury Tales; Boccaccio--Decameron Michelangelo's Sistine Chapel frescoes Da Vinci—Mona Lisa	Music started to get printed on paper. Instruments: trumpet, harpsichords, tamborines...

Age	Civilizations Events	Art	Music
Baroque style (1600-1760)	England begins the colonization of America	The baroque style used exaggerated motion, and elaborated and detailed artwork.	Emergence of classical music— Johann Sebastian Bach and Antonio Vivaldi
Romanticism, Idealism Realism and impressionism (19 th)	Revolutions in Europe, Napoleonic Era, American civil war	French Imp: Claude Monet, Camille Pissarro	
Surrealism, cubism, muralist, photorealism (20 th Century	WWI, WWII...	Pablo Picasso	

- Michelangelo, Leonardo da Vinci and Rafael some of the top artist in the following period or movement:
- A. Ancient History
- B. Middle Ages
- C. Renaissance
- D. Romancism

A close-up photograph of a bronze sculpture of a man's face. The sculpture is highly detailed, showing a man with a full, dark beard and mustache. His eyes are wide and intense, looking slightly to the left. The bronze has a dark, patinated finish with some lighter, more reflective areas on the nose and cheekbones. The background is a light-colored, textured wall, possibly stone or concrete, and the lighting is bright, casting shadows that emphasize the contours of the face.

Well, What do you think about the Test?