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K-16 Education Center

Continuing & Innovative Education

Kindergarten Language Arts

EA/CBE Content Study Guide

This Exam for Acceleration/Credit by Exam Study Guide can help you prepare for the exam by giving you an idea of what you need to study, review, and learn. To succeed, you should be thoroughly familiar with the subject matter before you attempt to take the exam.

Every question that appears on the Exam for Acceleration/Credit by Exam is grounded in the knowledge and skills statements and student expectations within the state-mandated standards, the Texas Essential Knowledge and Skills (TEKS). It should be noted that an exam will not test every student expectation. However, it is important that students study and know the entire scope of the TEKS so that they can develop a complete understanding of the content. The EA/CBEs are a global exam grounded in the TEKS and are not designed to be a final exam. **For a specific listing of the knowledge and skills for this grade level and subject area, please reference the TEKS online at <http://www.tea.state.tx.us/index2.aspx?id=6148>.** Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks.

General Introduction

The purposes for reading are as varied and diverse as the people who read, but the ability to read effectively is essential for all students in the increasingly complex world in which we live. Reading is one of the most important foundations for learning, not only in English language arts but also in other content areas, such as science, social studies, and mathematics. Students who can understand what they read and who can make connections between what they read and what they already know should more likely be successful—in the classroom, on the test, and in the real world. Strong reading skills are necessary for academic achievement, for the fundamental tasks of daily living, and for personal enjoyment and enrichment.

The reading assessments evaluate a subset of the TEKS. These standards were specifically designed to help students make progress in reading by emphasizing the knowledge and skills most critical for student learning. Because the reading tests are closely aligned with the TEKS, students who effectively learn the TEKS should become proficient readers who are able to perform successfully on the test without unnecessary emphasis on test preparation.

The TEKS student expectations eligible for testing on the kindergarten through eighth grade English Language Arts assessments are grouped under six objectives related to reading. These objectives are consistent from kindergarten grade through second grade. The TEKS student expectations assessed under each objective are vertically aligned, meaning that they build logically from one grade level to the next.

Many of the TEKS student expectations are expressed in similar language from grade to grade, but the level of student performance required at each grade increases. Reading selections become longer and more challenging, and the critical thinking required of students becomes more complex and sophisticated.

Reading Selections

Reading selections are designed to be interesting, meaningful, and reflective of the Texas population and our culturally diverse world. Cultural diversity includes regional, economic, social, and ethnic differences and may be represented through subject matter and/or characters. In addition, reading selections are similar to those that students encounter in their classrooms and in their everyday lives.

Four kinds of selections may be found on the EA/CBE:

- Narrative selections are fictional stories presented with a clear progression of events. Letters or diary entries, as well as stories, may represent narrative writing.
- Expository (informative) selections provide information about noteworthy people and/or events or explain topics related to content areas such as science, social studies, art, or music.
- Mixed selections combine two types of writing into a single passage. For example, a mixed selection may be a story about Martin Luther King, Jr., that includes both factual information (expository) and invented dialogue (narrative). Or a selection may mix narrative and functional writing. For example, an advertisement, a recipe, instructions, or the directions for a game (functional) may be presented within the context of a story (narrative).
- Paired selections are two selections designed to be read together. Paired selections provide an opportunity for students to demonstrate an understanding of the connections across texts. Selections may be paired for many different reasons; for example, a paired selection may be based on the same story told from two different points of view or a science article and a science fiction story that address a common theme or idea. It is important to remember that paired selections are linked by more than a superficial connection, such as common subject matter or characters. Paired selections contain a deep link, so that students can recognize the strong connection across the two pieces.

Selections for kindergarten are approximately 100 to 400 words.

Objective 1

Student demonstrates a basic Phonological awareness.

Phonological awareness is a term that includes many early listening and speaking skills, including phonemic awareness. Hearing, identifying and matching similar word patterns, along with listening, detecting and counting syllables in words help students develop an awareness of the sound structure of spoken language.

Phonological Awareness is:

- the ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds.
- essential to learning to read in an alphabetic writing system, because letters represent sounds or phonemes. Without phonemic awareness, phonics makes little sense.
- fundamental to mapping speech to print. If a child cannot hear that “man” and “moon” begin with the same sound or cannot blend the sounds /rrruunnn/ into the word “run”, he or she may have great difficulty connecting sounds with their written symbols or blending sounds to make a word.

- essential to learning to read in an alphabetic writing system
- a strong predictor of children who experience early reading success.

For a specific listing of the knowledge and skills for this grade level and subject area, please reference the TEKS online at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

Objective 2

Student demonstrates a basic Phonemic Awareness.

Phonemic awareness is the ability to hear, identify, and manipulate the individual sounds, or phonemes, in spoken words. For example, the word “bat” has three phonemes — /b/, /a/, and /t/. The word “check” only has three phonemes — /ch/, /e/, and /k/ — although it has five letters. Phonemic awareness improves student word reading and comprehension and also helps students learn to spell. Songs and games that manipulate phonemes, such as “The Name Game” (Tammy Tammy Bo Bammy, Banana Fana Fo Fammy...) are great for building phonemic awareness.

What are the phonemic awareness skills?

- Syllabification and rhyming as discussed above are the first skills
- Blending sounds into words, such as “f—i—sh” is “fish”
- Isolating the beginning or ending sounds in a word, such as “fish” starts with “f”, “boat” ends with “t”
- Segmenting words into sound, such as “what sounds are in the word ‘dish’, d—i—sh”
- Deleting the beginning or ending sound and telling what word remains, such as “say ‘beat’, now say it again without the ‘b’, —eat

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Objective 3

Student demonstrates a basic understanding of culturally diverse written texts.

To develop an initial understanding of what they read, students should:

- use context and other word-identification strategies to help them understand the meaning of the words they read.
- recognize important supporting details.
- understand the main idea of a selection.

For a specific listing of the knowledge and skills for this grade level and subject area, please reference the TEKS online at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

Objective 4

Student applies knowledge of literary elements to understand culturally diverse written texts.

Developing an understanding of literary elements makes stories both more accessible and more meaningful to young readers.

Students should:

- make connections between events, characters, and other elements of a story so students can relate what they have read to their own lives and experiences.
- know about a story's characters, setting, and problem gives students an opportunity to relate to the story in concrete terms while learning about emotions and events that are beyond their own personal experiences.

For a specific listing of the knowledge and skills for this grade level and subject area, please reference the TEKS online at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

Objective 5

Student uses a variety of strategies to analyze culturally diverse written texts.

Students must develop the ability to comprehend and process material from a wide range of texts.

Students should:

- understand how events relate to one another and how these relationships affect a reader's approach to reading and understanding a particular text.
- recognize how the author has organized the text.
- understand the relationships between ideas.
- recognize similarities and differences across texts test the student's ability to identify how two different selections compare in their approach, their organization, and their development of a common topic or theme.

For a specific listing of the knowledge and skills for this grade level and subject area, please reference the TEKS online at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

Objective 6

Student applies critical-thinking skills to analyze culturally diverse written texts.

Students must have the ability to bring different levels of understanding to the texts they read.

Students:

- ask themselves questions, make initial predictions, and create meanings as they move through a text.
- should likely change their mind about some of their early ideas and assumptions.
- acquire a deeper and growing understanding and a more complete picture of the text.
- can answer their own questions, think critically about what they've read, develop their own interpretations, and use relevant parts of the text to support these interpretations.

- understand that reading is a complex process that requires them not only to read between the lines but also to read beyond the lines, relating what they've read to what they already know. In this way reading becomes an important tool for thinking and learning, both in school and in real life.

For a specific listing of the knowledge and skills for this grade level and subject area, please reference the TEKS online at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

About the Exam

The EA/CBE consists of 50 objective questions that are equally weighted. The exam may consist of multiple-choice and true-false questions. Students will be allowed **3 hours** to take the exam and will **NOT** be allowed to use a calculator. Students have the option of taking the exam on paper or online.

Paper Exams

The exams will include an exam booklet and a separate computer graded answer sheet. Student responses **must** be recorded on the computer graded answer sheet.

The Kindergarten exam is administered orally to the students. Students will then indicate their answers to the questions by:

- responding orally to test items,
- pointing towards the selected answer, or
- bubbling in the correct answer themselves.

The test proctor **must** transcribe student responses onto the computer graded answer sheet. Directions for transcribing answers onto the computer graded answer sheet are located in the Test Proctor Manual. **Exam responses cannot be scored unless they appear on the computer graded answer sheet.**

Online Exams

Student responses **must** be recorded in the online exam.

The Kindergarten exam is administered orally to the students. Students will then indicate their answers to the questions by:

- responding orally to test items,
- pointing towards the selected answer, or
- bubbling in the correct answer themselves.

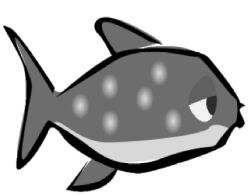
The test proctor **must** transcribe student responses into the online exam. **Exam responses cannot be scored unless they appear on the computer graded answer sheet.**

Sample Questions




These sample questions will give you a better idea of the types of questions you can expect on the EA/CBE. These are provided to illustrate the format of the exam. They are not the actual exam. In order to be successful on the exam, you must study the TEKS for this grade level and subject area.

1. How are the words **red** and **bed** the same?
 - A They start with the same sound.
 - B They have the same middle letter.
 - C They both end with a silent e.
 - D They start with the same letter.

2. Look at the first picture. It is a **fish**. It ends with the letters **sh**. Now look at the second picture. It is a **mouth**. With what two letters does it end?



- A ch
 - B sh
 - C th
 - D wh
-
3. Look at the pictures below. Are these pictures in the correct order?

Picture 1	Picture 2	Picture 3
		

- A Yes
- B No

Answer Key

Item Number	Correct Answer
1	B
2	C
3	A