



# TEXES CORE Subjects EC-6 (391) Ultimate Guide

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# Preparing to take the TExES CORE Subjects EC-6 exam?

Awesome!

We will answer every question you have and tell you exactly what you need to study to pass the EC-6 exam.

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## Did you know?

Check out the 240  
TExES 391 Study  
Guide to prepare for  
your exam.

# Quick Facts

## Overview:

The exam's purpose is to test the knowledge and skills of entry-level teachers in the state of Texas. The exam focuses on the core subjects taught in early childhood through 6th grade in Texas public schools.

## Format:

There are 210 total selected-response questions. They are split up into five subject exams. You have five hours to complete the entire exam and must pass each subject.

Subtest	Name	# of Questions	Time Limit
I	English Language Arts and Reading	45	70 min
II	Mathematics	40	70 min
III	Social Studies	40	50 min
IV	Science	45	55 min
V	Fine Arts, Health and Physical Education	40	35 min

## Cost:

The cost is \$116 for the entire exam or \$58 for each subject exam.

## Scoring:

A score of 240 is needed to pass each subject exam.

## Pass rate:

Since the CORE Subjects EC-6 391 is a new exam, the passing rate is not yet known. For the old CORE Subjects EC-6 291 exam, the first-time overall pass rate for the CORE Subjects EC-6 (291) was 54.5%.

# Quick Facts

## Study time:

Adequate time should be spent studying. To better prepare for the exam, start by taking a diagnostic test. Use the data from this test to help identify the areas you need to study.

Most people spend at least 2-3 months preparing for this exam.

## What test takers wish they'd known:

- Most people fail at least one subject on the first attempt.
- If you do not pass one subject exam when completing an entire exam, you can retake just that one subject exam instead of retaking the entire exam again.
- You do not get to use a calculator.
- You are not given a formula sheet.
- You can more easily deal with unfamiliar question formats by familiarizing yourself with sample test questions.
- There are no trick questions, the test is straightforward.
- You are not penalized for answering incorrectly. You are only scored on correct answers so don't leave any blank.
- The name on your testing account must match the name on your identification, or you will not be allowed to take the exam. If your last name has changed since creating your account, make sure you update your information.
- Personal items such as purses, wallets, jewelry, and cell phones will be kept in a locker outside of the testing room, so make sure to keep the amount of items you bring to a minimum.

Some information obtained from the TExES/NES website: <https://www.tx.nesinc.com>

# Subject Exam I:

## English Language Arts and Reading

### Overview

The ELAR subject exam has 45 selected-response questions. You will have 70 minutes to complete this first subject exam. That's a little under 2 minutes a question.

There are 10 competencies on the ELAR subject exam:

1. Oral Language
2. Word Analysis and Identification Skills
3. Reading Fluency
4. Reading Comprehension and Applications
5. Vocabulary Development
6. Reading, Inquiry, and Research
7. Writing Conventions
8. Written Communication
9. Viewing and Representing
10. Assessment of Developing Literacy

Let's explore a few of the specific concepts that are highly likely to appear on the exam.

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## **Phonological Awareness**

Phonological awareness is the ability to recognize and manipulate different units of sound in oral language. But what does this really mean? When we think about oral language, the sentences we speak can be broken down into words, syllables, onsets and rimes, and phonemes (the smallest unit of sound in a spoken language). Phonological awareness means that students can identify these different parts of language (such as counting the syllables in a word) and also manipulate them (such as changing the initial sound of a word to form a rhyming word).

Phonological awareness is a crucial skill, because it helps students with decoding skills, fluency, spelling, and even sets the foundation for good reading comprehension.

## **Measuring Reading Fluency**

**Reading fluency** is one's ability to read, which is measured by three main components:

- **Accuracy** is the reader's ability to correctly pronounce words.
  - **Automaticity** is the ability to read words effortlessly.
- **Prosody** is the expression and emphasis used when reading. Prosody is measured by the ability to recognize when to stop after punctuation and pause after commas.
- **Speed** is the amount of time it takes for a reader to read a text (not too fast or too slow). The accuracy and speed can be used to determine a reader's words per minute.

Using repeated reading strategies will help improve a student's fluency. Repeated reading is having students read the same text over and over again until automaticity is reached with very few errors. This could look a few different ways in the classroom setting. A teacher could use a basal connected text in the classroom and facilitate conversations around the text in a whole-group setting. The text could also be used in small groups with students reading a leveled text based on their fluency level.

Running records are a great way to assess reading fluency. A running record measures a reader's accuracy, speed, and prosody to determine their words per minute. A teacher can then use that data to determine the level of text that is appropriate for that student. Running records are an ongoing process to monitor a student's progress and should be given frequently depending on the stage of reading the student is in.

## **Levels of Comprehension**

- Literal comprehension is the basic knowledge and facts received from the text. It is the first level of comprehension. You have to have general knowledge and understanding before you can deepen your level of comprehension. Skills for this level include:
  - Identifying the main idea
  - Recalling details
  - Identifying point of view
- Evaluative comprehension has readers take the basic knowledge they know and deepen their learning by analyzing the text and considering their own opinions of it. Skills for this level include:
  - Analyzing character development
  - Evaluating word choice
  - Detecting faulty reasoning
  - Explaining the point of view
- Inferential comprehension is the ability to take what you know about the text and make your own opinions and observations by inferring what is not explicitly stated. Skills for this level include:
  - Drawing conclusions
  - Inferring cause-and-effect relationships
  - Determining morals, lessons, and themes
  - Making predictions

All levels work together to allow for a deeper understanding of and connection to a text.

## **Stages of the Writing Process**

1. Prewriting/planning is the first step in the writing process. It involves the author brainstorming ideas on topics they want to write about or brainstorming ideas on a predetermined topic.
2. Drafting is the second step. It involves writing complete sentences or phrases to complete a composition.
3. Revising is the process of rearranging sentences and changing the words in the text to create more clarity. There are two types of revision, self-revision and peer revision. Self-revision is when you complete the revisions alone. Peer revision is when another person helps revise your composition and offer suggestions.

4. Editing is proofreading the composition to check for grammatical errors. Having an editing checklist will help to ensure you've completed the editing process.
5. Publishing is the final step in the writing process. It involves sharing your composition with others.

## Stages of the Writing Process

Young children move through common stages of writing development. Let's take a look at each of these stages:

- **Preconventional:** Also referred to as the scribbling and drawing stage, this stage of writing is characterized by seemingly random lines or marks made by the child. However, this is the first step to writing development, as a child is beginning to understand that letters and words have meaning and that they can convey meaning through marks on a paper. A child at this stage may draw a squiggly line and explain that it says "My dog ran."
- **Emergent:** At this stage, children begin to string random letters together and may begin writing these letters from left to right or leave spaces between "words." For example, instead of a squiggly line, a child may write "N BCTAM" to mean, "My dog ran."
- **Early phonetic:** Also referred to as semiphonic, this stage of writing includes attempts at phonetic spelling and can typically be understood by a child's teacher, parent, or someone familiar with early childhood writing. At this stage, "My dog ran" might be written as "Mi dOG Rn."
- **Phonetic:** At the phonetic stage of writing, children will use learned phonics patterns, and their writing will increase in complexity. Spelling errors will still be present, but the writing will be understood by most adults. The sentence from earlier examples might become, "My wite dog ran owtsid." ("My white dog ran outside.")
- **Conventional:** At this stage, a child's writing will be well-developed and follow most writing conventions. Spelling errors will be limited to low-frequency words. A child at this stage might write, "My white dog ran outside on our trip to Callorodo." ("My white dog ran outside on our trip to Colorado.")

And that's just some very basic information about the ELAR subject exam.

Now, let's look at a few practice questions.



# Subject Exam I Practice Questions

## Question 1

Since very young children (from birth to four years old) learn oral language through family and friends, the early childhood teacher should first establish a common language among all the students. This can be achieved through which TWO of these strategies?

- A. labeling items throughout the room
- B. pointing to words while reading picture books
- C. creating a “word wall” comprised of words the students supply from prior experience
- D. prioritizing state curriculum words

**Correct Answer:** A and B

- A. This is an excellent strategy to use with early childhood students in order to help establish a common language among all students. Labeling items allows all students to refer to all items with the same language.
- B. This gives all students the same context clues for language.

## Question 2

By the end of first grade, a student should be able to:

- A. maintain eye contact while speaking.
- B. make planned speeches for a specific audience.
- C. use complete sentences.
- D. use figurative language.

**Correct Answer:** C. This is the correct speaking benchmark for a first-grader.

## Question 3

Ms. Morgan has been working to teach her students alphabetic principles. Monday, she began by describing the sound made by the letter “s.” Which of the following would be the most logical next step of instruction?

- A. Point out examples of “s” in familiar words and names.
- B. Describe the sounds made by the rest of the letters in the alphabet.
- C. Read a book in which many words start with the letter “s” and ask students to tally how many times they hear it.
- D. Have all students write a list of words that start with the letter “s.”

**Correct answer:** A. An opportunity for practice to reinforce the relationship between newly learned letter and sound pairs would be an effective next step of instruction.

#### Question 4

A first-grade teacher can formally and informally assess the development of his/her students' phonemic awareness in all of the following ways except:

- A. having the students blend together sounds into words that the teacher says aloud.
- B. having the students repeat the words back after the teacher says them aloud.
- C. having the students read silently and write down certain syllables.
- D. having the students create rhymes for short words that the teacher says aloud.

**Correct Answer:** C. When a student is reading silently, the teacher cannot assess the pronunciation. Also, phonemic awareness is the ability to hear individual sounds, not necessarily to read them.

#### Question 5

Which TWO strategies can be used to assess a student's reading comprehension skills?

- A. asking a student to identify the main idea of a story that the teacher read aloud
- B. making note of any mispronunciations when a student reads a grade-level text
- C. assigning a short essay question that requires students to include three details from the text
- D. introducing new vocabulary words and having students draw pictures to remember the words
- E. having students make predictions about a book based on the book's title

**Correct Answer:** A and C

- A. This assesses the student's auditory reading comprehension.
- C. This assesses comprehension because students who are not able to recall details or identify relevant details may not comprehend the text.

#### Question 6

Which is an accurate statement about effective reading instruction?

- A. Students who do not ask for individualized reading instruction should not be provided individualized reading instruction.
- B. It is best to assess students' reading comprehension through formal assessments.
- C. Reading comprehension is increased when reading fluency is increased.
- D. Reading should be taught to students by addressing each concept separately.

**Correct Answer:** C. This is a correct correlation.

### Question 7

Which of the following is the best example of expository writing?

- A. a novel
- B. a research report
- C. a creative writing essay
- D. a poem

**Correct Answer:** B. A research report is a good example of expository writing. Expository writing is writing in which the author's purpose is to inform or explain the subject to the reader.

### Question 8

Students in Mr. Tulip's class have just finished a unit on the persuasive techniques used in commercials. What activity below would help solidify his students' understanding of how commercials use persuasive techniques to convince consumers?

- A. an exit ticket after students have watched a sample commercial that tests their understanding of the concept
- B. a summative assessment testing knowledge of persuasive techniques in the media
- C. a project in which students write and film a commercial for a made-up product of their own
- D. a short writing assignment in which students watch and evaluate a commercial for persuasive techniques

**Correct Answer:** C. Allowing students to write and perform a commercial using persuasive techniques is the best option for proving they understand the concept.

### Question 9

A third-grade teacher reads the following passage from a story:

"As Jimmy was brushing his teeth before going to bed, he heard a terrible roar come from the garage. Jimmy didn't know what could be making that terrible noise, but he left a light on in the closet while he slept that night."

The teacher then asks students questions about their thoughts on the events of the passage and what might be happening. Which of the following would this activity best promote?

- A. schema development
- B. mapping
- C. fact and opinion
- D. prediction

**Correct Answer:** D. This is the correct answer because students are being asked to guess, or predict, the causes of the sound. There should be an expectation that the students explain why they make certain predictions.

### Question 10

Which of the following is not a specific step of the research process?

- A. reading comprehension
- B. outlining
- C. drawing conclusions
- D. note-taking

**Correct Answer:** A. While reading comprehension is necessary when researching, it is not taught specifically as part of the research process.



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# Subject Exam II:

## Mathematics

### Overview

The Mathematics subject exam has 40 selected-response questions. You will have 70 minutes to complete this subject exam. That's about 1 minute and 45 seconds per problem. And remember, no calculator is provided.

There are six competencies on the Mathematics subject exam:

1. Mathematics Instruction
2. Number Concepts and Operations
3. Patterns and Algebra
4. Geometry and Measurement
5. Probability and Statistics
6. Mathematical Processes

Let's explore a few of the specific concepts that are highly likely to appear on the exam.

### Math Instructional Theory

A variety of instructional strategies and theories can be used in the mathematics classroom. Using a mixture of strategies is often the most effective.

- **Behaviorism** - Students learn new behaviors based on the response they get to current behaviors.
  - Direct instruction
    - The teacher largely controls a structured learning environment.
    - Off-task behavior is minimized.
    - All students move through the lesson at the same pace.
    - Teachers lead a lesson using direct instruction and then provide practice time.
    - Example: A teacher leads a lesson on adding fractions from the front of the room while students take notes on their cloze passage worksheet. The students then independently complete three similar examples of adding fractions.
  - Mastery learning
    - This is similar to direct instruction in that the teacher presents information, then provides practice time.
    - The teacher sets the level for mastery (for example, 75%) and the students are allowed to continue to retake and redo assignments until they achieve mastery.
    - Formative and summative assessments are regularly administered.
    - Enrichment is provided when needed for students at all levels.
    - Example: Three of Ms. Smith's students failed their math quiz. She provided feedback on their quizzes and then provided them with more examples to practice. They will retake the quiz tomorrow.

- **Cognitivism** - Students learn new behaviors by connecting current knowledge with new knowledge.
  - Discovery learning and guided discovery
    - Students internalize a topic through exploration.
    - Lessons are student-centered.
    - The teacher provides the right amount of guidance so that the students have the needed prerequisites to complete the task.
    - Example: Students are given manipulatives and told to work together to find what  $2 \times 4$  equals. They have already discussed multiplying a number by 1.
  - Expository teaching
    - The teacher directly instructs at the beginning of the lesson and guides any discussion.
    - The teacher relates the new material to past material and experiences.
    - Advanced organizers are used to help cement new learning into students' memory. These include the use of analogies, flow charts, other organizers, and verbal connections.
    - Example: In a third-grade classroom, students are first led through a review on the components of fractions such as the numerator and denominator. They are then given a set of five fractions that are compared by  $<$  and  $>$  and are asked to create a rule for when the denominator in two fractions is the same, but the numerator is different.
  
- **Constructivism** - Students learn new behaviors by adjusting their current view of the world.
  - Inquiry learning
    - Teachers are the facilitators and provide scaffolding when needed.
    - Example: Kindergarten students are given a list of shapes and are taken on a learning walk through the school to find examples of each shape. Some students may be given shape cards to help them identify each shape and match them to something in the school. Other students may be given a shape card with the shape and an example.
  - Cooperative learning
    - Students work together in small groups to achieve goals such as solving a problem, creating a presentation, or completing a project.
    - Example: In a third-grade class, groups of three work together to match visual representations of fractions with the fractions.

## Greatest Common Factor

The **greatest common factor (GCF)** is the largest factor of two or more numbers.

Example 1: Find the GCF of 18 and 24.

The factors of 18 are 2, 3, 6, 9, 18.

The factors of 24 are 2, 3, 4, 6, 8, 12, 24.

So the greatest factor that is common to both 18 and 24 is 6.

The GCF of 18 and 24 is 6.

Example 2: Find the greatest common factor of 15, 45, and 30.

The factors of 15 are 1, 3, 5, 15.

The factors of 45 are 1, 3, 5, 9, 15, 45.

The factors of 30 are 1, 2, 3, 5, 6, 10, 15, 30.

So the greatest factor that is common to 15, 45, and 30 is 15.

The GCF is 15.

On the TExES exam, you will be asked to recognize when the greatest common factor is being tested.

Word problem: Alice has 18 erasers and 27 stickers to share with her friends. She wants to give an equal amount of erasers and stickers to each person. What is the maximum number of friends she can share with?

As a teacher, you are creating a lesson with the example above. Which topic would you most likely be teaching?

- A. least common multiple
- B. least common factor
- C. greatest common multiple
- D. greatest common factor

The answer is D, greatest common factor. The greatest common factor of 18 and 27 is 9, so Alice can share her items with 9 friends.

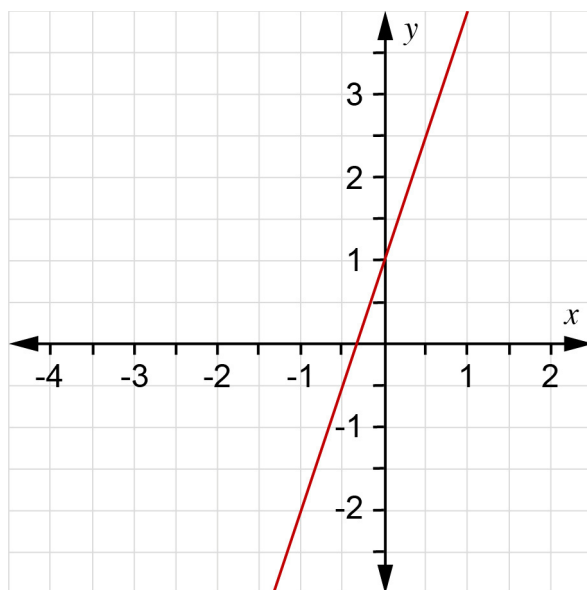
## Linear Functions

Linear functions can be represented using a variety of representations that are symbolic and verbal. They include concrete models, tables, graphs, and equations.

For example, the linear function  $f(x) = 3x + 1$  can be represented as a table below:

x	$f(x) = 3x + 1$
-1	-2
0	1
2	7

The function can also be represented as a graph:



## Circle Measurements

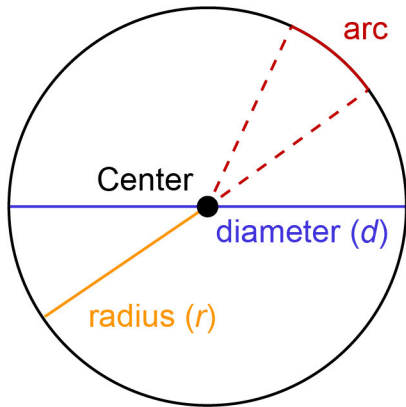
It is important to know the parts of a circle in order to find measurements such as the area and circumference of a circle.

- The **diameter** is the distance from one point on a circle, through its center, to another point on the other side of the circle.
- The **radius** is half the length of the diameter; it is the distance from the center point to any point on the circle.
- An **arc** of a circle is a piece of the circumference of a circle.

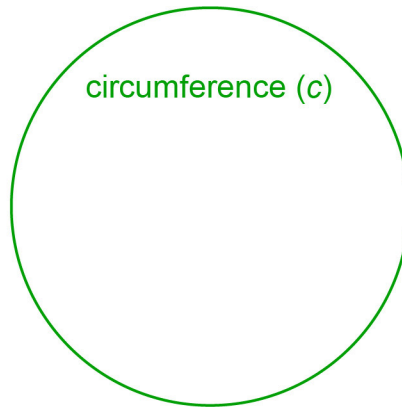
The **circumference** of a circle is the perimeter around the circle. It is found by multiplying the diameter by pi or multiplying  $2 \times \pi \times$  radius.  $C = \pi d$  or  $C = 2\pi r$ .

The **area** of a circle is found by multiplying pi by the radius squared.  $A = \pi r^2$

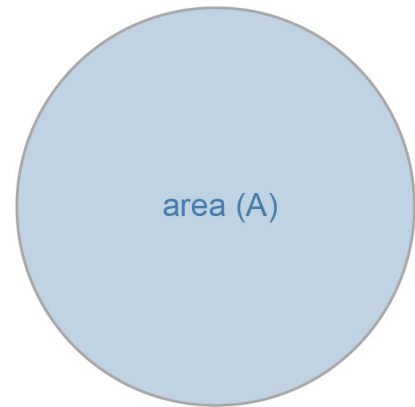




$$d = 2r$$



$$c = 2\pi r = d\pi$$



$$A = \pi r^2$$

**Example:** Find the circumference and area of a circle with a radius of 6 inches.

To find circumference,  $C = 2\pi r = 2\pi(6) = 12\pi$  in or  $\sim 37.7$  in

To find area,  $A = \pi r^2 = \pi 6^2 = 36\pi$  in<sup>2</sup> or  $\sim 113.04$  in<sup>2</sup>

## Measures of Central Tendency

The four measures of central tendency are mean, median, mode, and range.

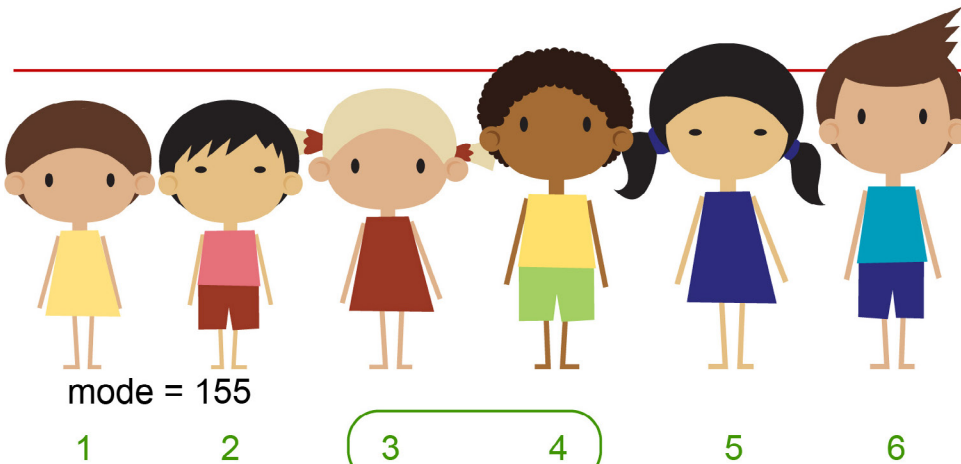
- The **mean** of a set of data is the average. It is found by adding the data points and dividing the sum by the number of data points.
- The **median** is the middle number of the data points when listed in order.
- The **mode** is the data point that occurs the most often.
- The **range** is the difference between the highest and lowest data values.

$$\text{Range} = 168 - 155 = 13$$

155      155      158      164      166      168

height in cm

$$\text{mean} = \frac{966}{6} = 161$$



mode = 155

1

2

3

4

5

6

$$\text{median} = \frac{158 + 164}{2} = 161$$

**Example 1:** Ms. Smith's class took a mathematics quiz and the scores were as follows:

73, 84, 92, 63, 71, 84, 97, 61, 76

Find the mean, median, mode, and range of the quiz scores.

Mean: Find the sum of the scores and divide by the total number of scores, 9.

$$\frac{73 + 84 + 92 + 63 + 71 + 84 + 97 + 61 + 76}{9} = 77.8$$

Median: Order the scores from least to greatest and choose the middle data point.

61, 63, 71, 73, 76, 84, 84, 92, 97

The median score is 76.

\*If the data set has an even number of data points, find the average of the 2 middle numbers.

Mode: The number that occurs the most.

In this data set, the score of 84 occurs twice, so it is the mode.

Range: The difference between the highest score and lowest score.

$$\text{Range} = 97 - 61 = 36$$

**Example 2:** A basketball team's number of shots made per player are as follows:

13, 2, 7, 14, 5, 7, 1, 8, 12, 9

Find the mean, median, mode, and range of the shots made for the team.

Mean: Find the sum of the scores and divide by 10.

$$\frac{13 + 2 + 7 + 14 + 5 + 7 + 1 + 8 + 12 + 9}{10} = 7.8$$

Median: Since there is an even number of data points, order the scores from least to greatest and then find the mean of the two middle numbers.

1, 2, 5, 7, 7, 8, 9, 12, 13, 14

$$\text{Median} = \frac{7 + 8}{2} = 7.5$$

Mode: Mode is the number that occurs the most often. For this set it is 7, which occurs twice.

Range: The difference between the highest number and the lowest number:

$$14 - 1 = 13.$$

## Order of Operations

The order of operations is the set of rules that allow for expressions to be simplified and evaluated. The acronym “PEMDAS” is commonly used to remember the order of hierarchy.

P: Parenthesis (or brackets)

E: Exponents

M/D: Multiplication and Division (evaluate from left to right)

A/S: Addition and Subtraction (evaluate from left to right)

**Example:** A student simplifies an expression using the order of operations. Which best describes where the mistake was made?

$$\begin{aligned} & 2 \times (3 + 5)^2 - 1 \\ & [2(3) + 2(5)]^2 - 1 \\ & 21^2 - 1 \\ & 441 - 1 \\ & 440 \end{aligned}$$

- A. The student subtracted the one before evaluating the exponent.
- B. The student evaluated the exponent before multiplying.
- C. The student multiplied before simplifying in the parenthesis and applying the exponent.
- D. The student multiplied before subtracting.

The answer is C. The student should have first added the 3 and 5, then squared that quantity *before* multiplying.

And that’s just some very basic information about the Mathematics subject exam.

Now, let’s look at a few practice questions.

# Subject Exam II Practice Questions

## Question 1

A teacher engages her class in a discussion of the coordinate plane. The students are asked to identify the quadrants, the coordinate axes, and the mathematical notation for various points in the plane. Students are asked to develop a way to quickly identify the quadrant in which various points lie. Which of the following objectives is the teacher most likely trying to address with this lesson?

- A. developing precise mathematical language when expressing mathematical ideas
- B. demonstrating how to model and solve real-world problems using mathematics
- C. augmenting an understanding of estimation and its appropriate uses
- D. encouraging student use of mathematics manipulatives and technological tools

**Correct Answer:** A. The precise use of mathematical language is required when using and describing information in the coordinate plane.

## Question 2

Mr. Erikson has his friend Ted, who is an architect, come present to the class about how he uses math in his job. What is Ted likely to talk about?

- A. How he measures in yards.
- B. How geometric figures are a part of most buildings.
- C. How he uses calculators daily.
- D. How he did not need to attend college to be an architect.

**Correct Answer:** B. Geometry is often used by architects.

## Question 3

The following word problem was given to Mr. Trout's fourth-grade class:

The Hotel Vacay is hosting a Wintertime Brunch for families. Each child that attends gets to decorate a gingerbread house and use the ice slide 3 times. Every family gets 2 snowballs per person. If 108 people can be seated and there are an equal number of adults and children, how many gingerbread houses and snowballs do they need?

Morgan solved the problem using this equation:  $108 \div 2 + 108 \times 2$

Julia solved the problem using this equation:  $108 \times 2 \frac{1}{2}$

Which child is correct?

- A. Morgan
- B. Julia
- C. neither child
- D. both children

**Correct Answer:** D. Both are correct. Morgan found the number of gingerbread houses and then the number of snowballs and added them. Julia determined that each parent-child pair gets a gingerbread house, which is the same as  $\frac{1}{2}$  a house per person so she multiplied  $2\frac{1}{2}$  by the total number of seats.

#### Question 4

Which expression can be used to solve the following word problem?

John and Jose want to buy a pizza for dinner and then head to a movie. They will each pay for their movie ticket, which costs \$12 each, and they will split the pizza cost of \$9. John has \$17 and Jose has \$20. How much will Jose have left at the end of the evening?

- A.  $20 - (9/2 + 12)$
- B.  $17 - (9/2 + 12)$
- C.  $20 + 17 - 9 - 12$
- D.  $9/2 + 12$

**Correct Answer:** A. Jose's starting amount is 20 and then the cost of his portion of pizza and his movie ticket are subtracted.

#### Question 5

What is the prime factorization of 36?

- A.  $2 \times 3$
- B.  $(2^2) \times (3^2)$
- C.  $(2^3) \times (3^2)$
- D.  $(2^2) \times (3^3)$

**Correct Answer:** B. The prime factors of a number are the prime numbers that divide the integer exactly. The prime numbers then can be multiplied together to equal that number. The prime factors of 36 are  $(2^2)(3^2)$ . For 36, the factor tree would be:  $36 = 4 \times 9 = (2^2) \times (3^2)$ .

# Subject Exam III:

## Social Studies

### Overview

The Social Studies subject exam has 40 selected-response questions. You will have 50 minutes to complete this subject exam. That's about 1 minute and 15 seconds per question.

There are five competencies on the Social Studies subject exam:

1. Social Science Instruction
2. History
3. Geography and Culture
4. Economics
5. Government and Citizenship

Let's explore a few of the specific concepts that are highly likely to appear on the exam.

### Leaders of Texas

While Texas was settled initially by Spanish missionaries, ruled by France for a bit, and owned by Mexico, Texas as we know it today was influenced by a land grant obtained by Stephen F. Austin (passed from his father). Along with his settlers, known as the "Old Three Hundred," Austin settled near the Brazos River in 1822. Austin extended invitations to American colonists via a promise of land grants to settle in Texas on the Brazos and Colorado Rivers. By 1836, 20,000 settlers had moved to Texas. Thus, Stephen F. Austin is often referred to as the "Father of Texas."

Sam Houston was the commander-in-chief of the Texas Army. In March 1836, while the Alamo was under siege by Santa Ana and the Mexican Army, Texans voted for independence from Mexico. After the Alamo, Houston engaged with the Mexican Army and defeated Santa Ana in the battle of San Jacinto, ultimately creating the independent Texan Republic.

Ann Richards was the second female governor of Texas, serving from 1991 to 1995. Known for her outspokenness, she was a staunch supporter of feminism. Today, she remains the last Democratic governor of Texas.

## African American Civil Rights Movement



## African American Civil Rights Movement

Beginning in the 1950s African Americans began to formally organize to fight the systemic racism intertwined with American culture. In 1955, Rosa Parks refused to sit in the back of a segregated city bus, sparking the **Montgomery Bus Boycott**, a 13-month citywide protest of segregation on buses. Organized by Martin Luther King Jr., the boycott resulted in a Supreme Court decision ruling segregation on public buses unconstitutional.

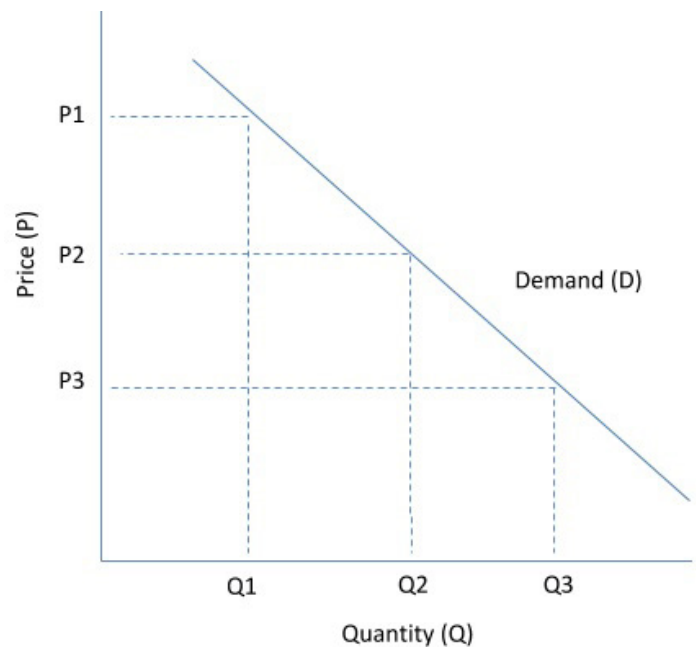
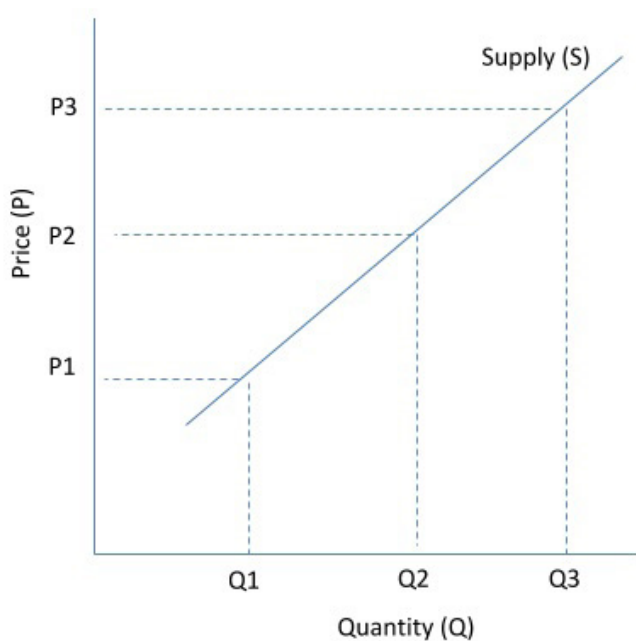
With the constitutionality of “separate but equal” public facilities overturned in 1954 by **Topeka v. Board of Education**, public schools were ordered to be integrated. In 1957, nine African American students tried to enter Central High School in Little Rock, Arkansas. In response, Governor Orval Faubus sent in the Arkansas National Guard to block the students from entering. President Dwight D. Eisenhower in turn sent in federal troops to protect the students, now known as the **Little Rock Nine**. This event cemented the idea of equal opportunity in education.

As the Civil Rights Movement continued, larger protests began to take place. With the goal of pressuring the U.S. government to pass a Civil Rights bill, more than 200,000 protesters descended upon Washington D.C. in the summer of 1963. During this march, on August 28th, 1963, Martin Luther King delivered his famous “I Have a Dream” speech. Smaller marches and protests throughout the country continued. The Selma-to-Montgomery March garnered national attention, as a previous attempt to complete the march was met with a strong police presence and brutality. The goal of the march was to fight for equal voting rights. Spurred by the killing of a black preacher and activist by a white sheriff, King and the Southern Christian Leadership Conference led 3,200 protestors from Selma, Alabama, to Montgomery, Alabama.

## Causes of Human Migration

While humans have always settled in different areas to form communities, the migration of people continues to this day for a variety of reasons. The most basic reason for human migration is to find suitable water and food sources. Most human communities are located near a water source (lake, river, ocean) and ample food sources (arable land, fishing deposits, forests for hunting). Another reason for human migration is to find land that is militarily advantageous. Many groups used physical landforms such as waterways and mountain ranges to protect themselves from military invasion and the natural elements. More recently, human migration occurred as people fled persecution. For example, the Puritans, or Pilgrims, came to North America seeking religious freedom. Finally, perhaps the most common contemporary reason for human migration, is the search for better economic opportunities. In the early 1900s immigrants from Southern Europe came to the United States through Ellis Island in New York seeking a better life.

## Supply and Demand





In a free-market economy the concepts of supply and demand dictate economic activity. Simply, **supply** is the amount of goods produced while **demand** is the collective willingness of consumers to purchase the good. In economics the relationship between the quantity of goods supplied at various prices and the quantity of goods consumers wish to buy will determine the market for the particular good. The price is affected by economic equilibrium, the point at which the quantity supplied equals the quantity demanded. In this case, the price selected allows the producer to make a profit while the consumer feels comfortable paying the selected price for the good.

For example, the price for a gallon of gas is \$2.20. Demand is steady and supply is continuous; therefore, consumers are willing to pay \$2.20 and companies can make a profit. If a natural disaster affects oil refineries, the supply will decrease. If demand remains the same, the lack of supply may increase the price. The increase in price may drive down demand, making people find alternative methods to travel.

## **Common Forms of Government**

The main aspect of any philosophy of government is determined by how political power is obtained and retained. The following are various forms of government from around the world:

- Representative democracy/democratic republic - Here, elective officials represent a group of people and are tasked to govern in the name of their constituents. All eligible voters vote for representatives who are tasked to govern and pass laws for them. The United States uses this form of government.
- Monarchy or totalitarian or autocratic government - Usually ruled by one person or a select group of people who have total control in the decision-making process of governance. A monarchy has a king or a queen.
- Oligarchy - A small group of elites who have control of a country, organization, or institution and who make all decisions.
- Direct democracy - Here, the governing powers reside directly with the people. There are no representatives tasked with making decisions for citizens. All decisions are voted on by the people directly.
- Communism - A group of leaders direct the allocation of resources to the entire population. There is no private property, typically very few individual rights, and the state owns all resources throughout the country.
- Socialism - The state focuses on providing many social services to the population. Typically, taxes and regulations are very high to ensure the main goal of socialism—equality of resources for all members of the population.
- Anarchy - The absence of government or authority. Anarchism rejects all involuntary, coercive forms of hierarchy established by a controlling entity.

# Subject Exam III Practice Questions

## Question 1

Which of the following would be the most effective assignment to assess a student's ability to analyze the effect of the digging of the Erie Canal on the development of the Midwest and New York?

- A. participating in a play about the life on a ship in the 19th century
- B. preparing a report on the first European exploration of New York and the Great Lakes
- C. tracing a map and labeling the waterways that the Erie Canal joined
- D. creating a cause-and-effect flow chart about the Erie Canal

**Correct Answer:** D. This is the best answer because the student must assess the causes of the Erie Canal and the effect, or impact, of the Erie Canal. Because the Erie Canal connects the Great Lakes to the Atlantic Ocean, the impact of the Erie Canal on the Midwest is substantial.

## Question 2

Which of the following best describes the importance of primary sources?

- A. They help researchers gain firsthand accounts of and insights into a situation and allow researchers to draw conclusions based on the account.
- B. They provide objective views of events after the date under study.
- C. They help students read about the event in common, everyday language
- D. They provide students with concrete facts from which to draw logical conclusions

**Correct Answer:** A. Primary sources provide valuable firsthand accounts and insights.

## Question 3

Which of the following factors best explains the power of the Catholic Church in the Middle Ages?

- A. Each bishop controlled their area based on its unique needs.
- B. Those who disapproved of Church doctrine were excommunicated.
- C. The Church levied heavy fines against those who fought against it.
- D. There were no governments to maintain law and order.

**Correct Answer:** B. The power of the Catholic Church during the Middle Ages (5th century to the 14th century) was derived from the power to excommunicate people from the Church. Excommunication meant the person was not a part of the Church, could not take communion, and was eternally damned to hell. The belief that the Church could dictate a person's eternal destiny was a strong power. Furthermore, ex-communication would result in being ostracized from society.

#### Question 4

Which of the following geographic features most likely contributed to the lack of cultural consistency and political unity among the Greek city-states?

- A. the mountainous terrain of Greece
- B. competition among fishermen at seaports
- C. importance of kinship bonds in Greek culture
- D. diverse economic resources resulting in city-states specializing in one production area

**Correct Answer:** A. The mountainous terrain encouraged each Greek city to be self-contained and isolated from other cities, because communication and trade with other city-states was so difficult. The isolation of cities led to a diverging of cultures as each city developed its own politics and societal norms. Geographic areas tend to have similar cultures because trade and travel are so prevalent between areas, such as the common cultural characteristics in the United States.

#### Question 5

Which of the following describes a significant shift in the Texas economy in the early 1900s that still impacts the state today?

- A. Northern demand for seafood from the Gulf of Mexico increased.
- B. Wheat production dropped in other parts of the country, increasing reliance on Texas production.
- C. The development of the railroad decreased the demand for Texas cattle.
- D. The Spindletop oil derrick attracted investors and speculators to Texas.

**Correct Answer:** D. The oil derrick Spindletop began producing more than 100,000 barrels of oil a day, overnight becoming the most productive oil derrick in the world. Investors and speculators from across the country flocked to Texas, bringing money and jobs.

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HUNDREDS of practice  
questions!

# Subject Exam IV:

## Science

### Overview

The Science subject exam has 45 selected-response questions. You will have 55 minutes to complete this subject exam. That's a little less than 1 minute and 15 seconds per question.

There are 18 competencies on the Science subject exam:

- Competencies 1-6 relate to science instruction and general, overarching science concepts. These competencies include: Lab Processes, Equipment, and Safety; History and Nature of Science; Impact of Science; Concepts and Processes; Students as Learners and Science Instruction; and Science Assessment.
- Competencies 7-10 include: Forces and Motion; Physical and Chemical Properties; Energy and Interactions; and Energy Transformation and Conservation.
- Competencies 11-14 cover information about living organisms. This includes: Structure and Function of Living Things; Reproduction and the Mechanisms of Heredity; Adaptations and Evolution; and Organisms and the Environment.
- Competencies 15-18 relate to Earth and Space. These competencies include: Structure and Function of Earth Systems; Cycles in Earth Systems; Energy in Weather and Climate; and Solar System and the Universe.

Let's explore a few of the specific concepts that are highly likely to appear on the exam.

### Newton's Laws of Motion

Newton's three laws of motion explain how and why objects move the way they do.

**Newton's first law** is the law of inertia. Objects at rest have a tendency to remain at rest and objects in motion have a tendency to remain in motion unless acted on by an outside force.

For example:

- A soccer ball (object at rest) will remain at rest until it is kicked (force) by a player.
- A rolling skateboard (object in motion) will remain in motion until it slows down by friction (force) or is stopped by colliding (force) with another object.

**Newton's second law** is the law of  $F = ma$ . The sum of forces acting on an object is equal to that object's mass multiplied by its acceleration.

For example:

- A grocery bag full of marshmallows can be lifted into a car faster than a grocery bag full of watermelons. Marshmallows have less mass than watermelons so lifting with an equal force means that the bag of marshmallows accelerates faster.
- Likewise, if both bags are lifted with an equal acceleration, then it will require less force to lift the bag of marshmallows than the bag of watermelons.

**Newton's third law** is the law of equal and opposite reactions. When object A exerts a force on object B, object B exerts an equal and opposite force on object A.

For example:

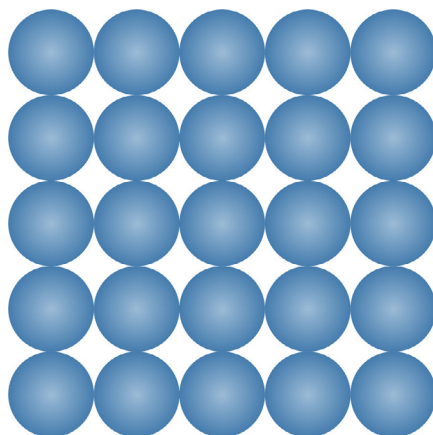
- Running exerts a force into the ground from the runner. With each step, the ground exerts an equal and opposite force and the runner is propelled forward.

## States of Matter

Matter includes all the “stuff” that makes up the universe. Matter can be visible like the leaves of a tree and water in a glass or invisible like the air we breathe. Matter consists of different arrangements of atoms or small particles. How the particles are arranged effects which state, or form, the matter takes. There are three main states of matter: solid, liquid, and gas.

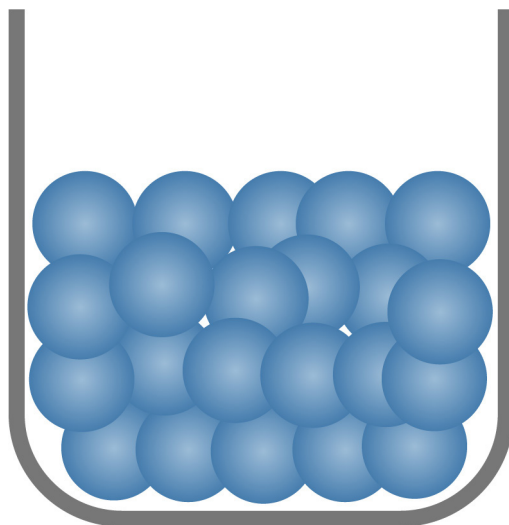
**Solid** matter has closely packed particles that can only vibrate in place. They cannot move freely through the substance. Solids have a constant volume and a constant shape.

- If a solid is placed on a table, it maintains its shape.
- Some examples include butter, ice, and rocks



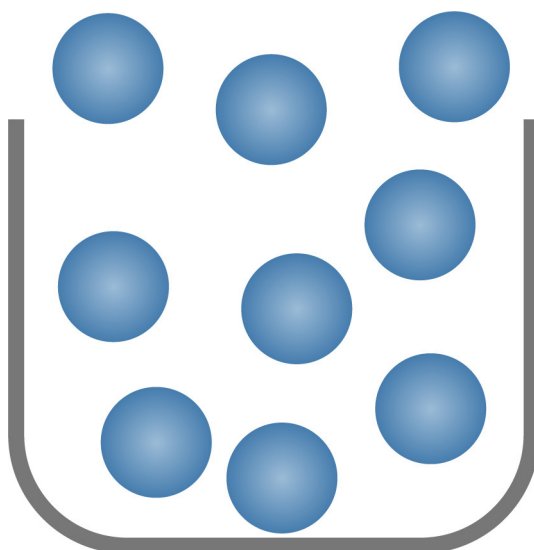
**Liquid** matter has particles that are not uniformly spaced and can freely move within the bounds of the substance. Liquids have a constant volume, but the shape of a liquid depends on the shape of the container.

- If a liquid is poured on a table, it flows over the surface.
- Some examples include olive oil, water, and lava



**Gaseous** matter has particles that move completely freely and are only constrained by the bounds of a container. Gases have no volume or shape; they are always the same size and shape as the container.

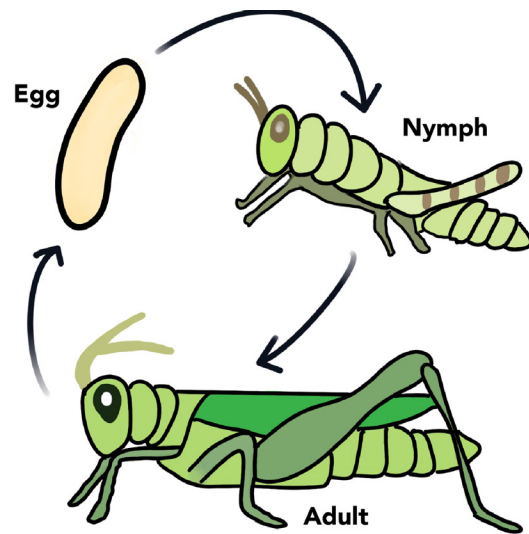
- If a gas is blown onto a table, it will spread out until the particles disperse throughout the room.
- Some examples include carbon dioxide from breathing, steam, and helium in balloons



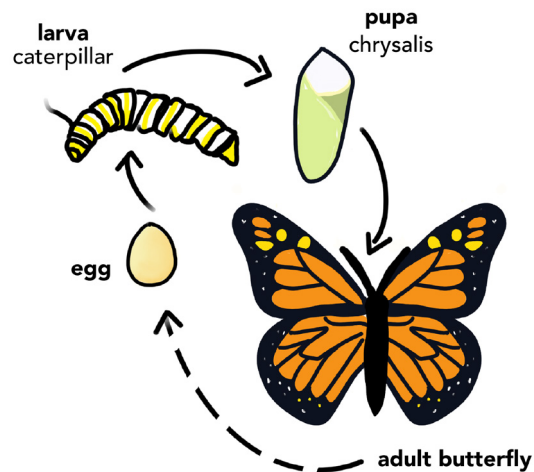
## Animal Metamorphosis

Humans develop their final body plan before birth and continue to grow and mature after birth. While infants look very different than adults, the structures of the body do not undergo fast, radical change. Some animals do change their body plans after they are born, in a natural process called metamorphosis. Metamorphosis is a stage of development in which an animal's body structure changes substantially in a single event rather than gradually over time.

Grasshoppers and dragonflies undergo **incomplete metamorphosis**, which includes an egg stage, nymphal stages, and an adult stage. The animal progresses or molts through multiple nymphal stages with each one more closely resembling the adult form. Molting is the process of shedding the outer exoskeleton and emerging with newly developed features.



Butterflies undergo **complete metamorphosis**, which includes an egg stage, larval stage, pupa stage, and adult stage. Metamorphosis happens between the larval -> pupa (or chrysalis) and between the pupa -> adult. In the chrysalis, the caterpillar's cells grow and restructure themselves to form a butterfly.



## The Lunar Cycle

As the Earth and Moon change position in relation to the Sun, different sections of the Moon are illuminated. The **lunar cycle** describes how the Moon appears to change shape in a predictable pattern every 27.5 days.



The **full moon** is the brightest lunar phase because the Earth is between the Moon and the Sun, and the Sun is fully illuminating the side of the Moon that faces the earth. We see the Moon as a full circle..



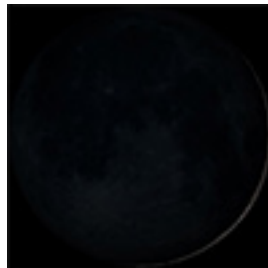
As the Moon orbits the Earth, the angle of sunlight starts to decrease and the lunar phase becomes a **waning gibbous** moon. Waning means that the lunar phase is shrinking.



When the moon is past full moon and halfway back to the new moon phase, this is referred to as the **third or last quarter moon**. At this point in the cycle half of the illuminated side, or one-quarter of the entire moon, is visible.



As the Moon starts to edge between the Earth and the Sun the lunar phase approaches a **waning crescent** moon.



When the Moon is directly between the Sun and the Earth, the illuminated side of the Moon faces the Sun and the dark side faces the Earth. This is a **new** moon.





As the Moon starts to retreat behind the Earth again, the waning phases are repeated; however, they are now called waxing. Waxing means that the lunar phase is growing. **The waxing crescent moon** is followed by a **first quarter** moon and a **waxing gibbous** moon.



This brings the lunar phase back to a full moon, and the cycle repeats again.

## **Weather vs. Climate**

Weather and climate are used to describe physical conditions like temperature, precipitation, moisture, and barometric pressure that happen on Earth. Both weather and climate are related to Earth's atmosphere.

- **Weather** is used to describe short-term atmospheric changes.
- **Climate** describes long-term atmospheric changes.

For example, a change in weather can be seen over a 10-day weather forecast that shows rain showers followed by a cold front. A change in climate can be seen in an increasing average temperature for a specific location over the last 100 years.

And that's just some very basic information about the Science subject exam.

Now, let's look at a few practice questions.

# Subject Exam IV Practice Questions

## Question 1

When determining the accurate measurement of a liquid, which piece of laboratory equipment would be best to find the liquid's volume to the nearest milliliter?

- A. beaker
- B. graduated cylinder
- C. ruler
- D. triple beam balance

**Correct Answer:** B. A graduated cylinder has graduated milliliter measurement lines to measure volume.

## Question 2

Fresh water is a limited resource that is needed to sustain much of life on Earth. Which of the following reduces the availability of fresh drinking water for humans and animals?

- A. increased crop irrigation
- B. increased nitrogen pollution in oceans
- C. increased desalination of ocean water
- D. increased melting of glaciers and ice caps

**Correct Answer:** A. As humans increase their use of freshwater to water crops, there is less available for other uses.

## Question 3

A school's PTA volunteered to make outside improvements to the school. A pile of sand and river rock was delivered to the school for the repair of the playground. After a week of rain, the river rock was still piled high, but the sand was no longer in a pile. What could have happened to the sand?

- A. weathering
- B. erosion
- C. evaporation
- D. sedimentation

**Correct Answer:** B. Erosion is the gradual wearing away or decrease of soil due to natural processes. The particles of sand are less dense than the river rock, making it easier for flowing water to carry it away. Rain is a natural process that erodes the sand.

### Question 4

Of the following, which is a statement of Newton's second law of motion?

- A. An object's kinetic energy depends on its mass and speed.
- B. The force of gravity between two objects depends on their masses and the distance between them.
- C. An object's acceleration depends on its mass and the net force acting on the object.
- D. For every force on one object by a second, there is an equal and opposite direct force on the second object by the first.

**Correct Answer:** C. Newton's second law can be expressed by  $\Sigma F_{\text{net}} = ma$  where  $\Sigma F_{\text{net}}$  is the net force on the object,  $m$  is the object's mass, and  $a$  is the object's acceleration.

### Question 5

Which of the following is the basic structure of every living organism?

- A. organ systems
- B. organs
- C. tissue
- D. cells

**Correct Answer:** D. All living things have cells as their basic structure. Cells combine to make tissue, tissue combines to form organs, and organs group together to make organ systems.



## Did you know?

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# Subject Exam V:

Fine Arts, Health and Physical Education

## Overview

The Fine Arts, Health and Physical Education subject exam has 40 selected-response questions. You will have 35 minutes to complete this subject exam. That's about 52 seconds per question.

There are five competencies on the Fine Arts, Health and Physical Education subject exam:

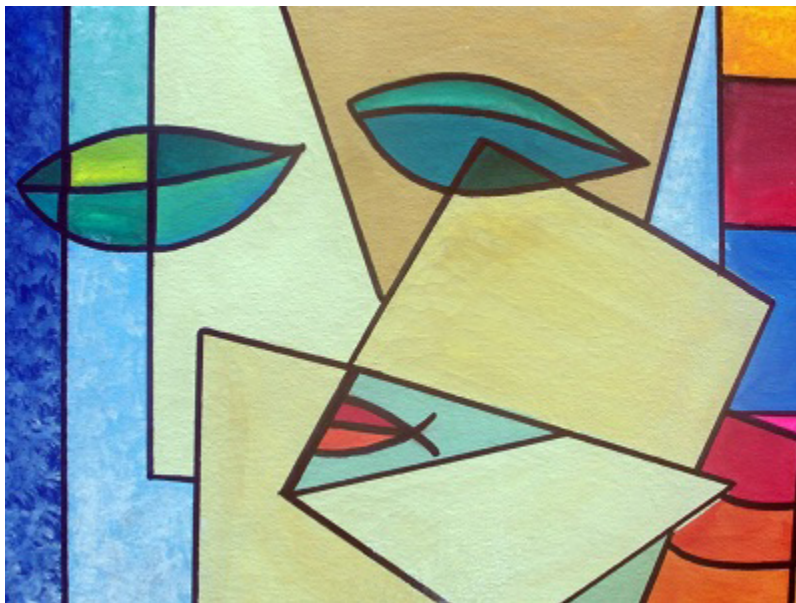
1. Visual Arts
2. Music
3. Health
4. Physical Education
5. Theatre

Let's explore a few of the specific concepts that are highly likely to appear on the exam.

## The Elements of Arts

**Line** is the most basic element of art. It is the path that connects two points in a plane. Line can have weight, movement, and direction, and can communicate two and three dimensions.

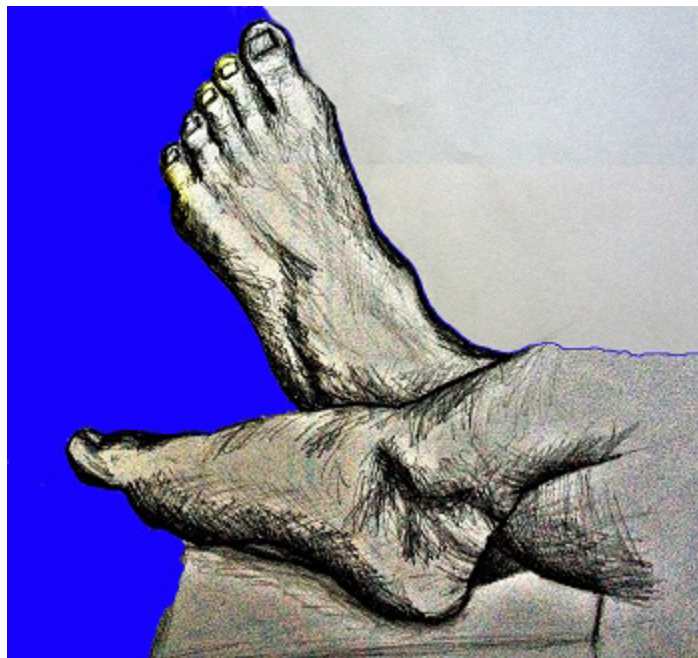
**Shape** is defined as lines that are connected to create a closed area. Triangles, circles, and squares are all shapes.



**Form** is similar to shape in that it represents an enclosed area, but it exists in a three-dimensional space. For example, a circle is a shape, while a sphere has form.



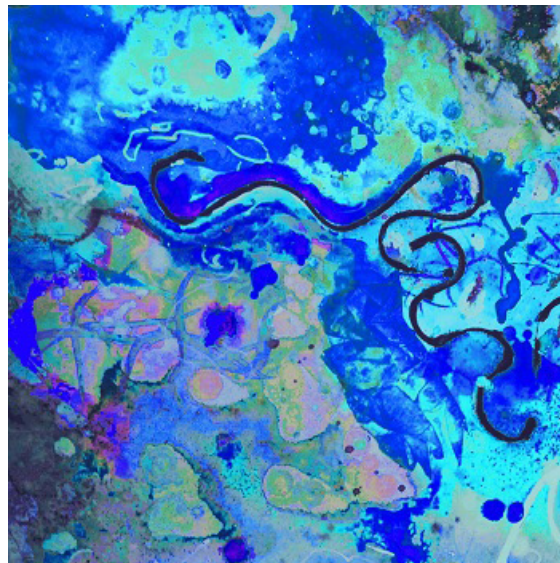
**Space** refers to the area in and around a piece of art. Space can be positive (the area that an object fills) or negative (the absence of an object within a piece). Space communicates energy, emotion, and tension between subjects within a piece of art.



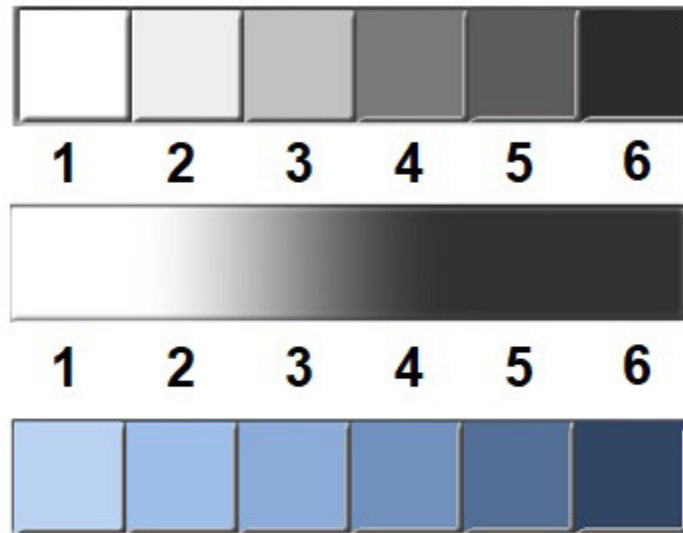
**Color** is produced when light hits an object or surface and the light waves are reflected into the eye. **Hue** is used to describe the specific color; for example, blue, yellow, and green are hues.



Artists use color to express emotion to the audience. A monochromatic piece that uses one hue in a variety of intensities communicates a different message than one that uses many hues.



**Value** defines how light or dark a certain hue is, like navy blue or sky blue.



**Texture** engages the sense of touch that is inherent in a piece of art. Texture is used to describe both two- and three- dimensional pieces. When an artist evokes this element of art, that piece can be described as smooth, jagged, rough, etc.

Texture can be real or perceived. A mixed-media work might include fabrics and materials with differing textures, or a drawing of an object might represent varied textures.



## **Example Activities to Promote Understanding of Elements of Art**

Based on student age and ability, teachers can review multiple elements of art and allow students to create pieces with a focus on those elements.

- Creating a collage is an activity that can be made more or less advanced for a range of student age, ability, and safety levels.
- Students can gather items with different shapes, colors, and textures, like cotton balls, yarn, sandpaper, crumpled tissue, and aluminum foil.
- Students can recreate a familiar painting using their gathered objects. If the students are more experienced, the materials and equipment can be more complex or difficult to use.
- Once the pieces are complete, students can take a gallery walk around the room and discuss how different choices of color, shape, and texture affected the works.

## **The Elements of Music**

A competent teacher will understand the following elements of music:

- Pitch – how high or low a sound seems to a listener
  - Intervals – the difference between pitches
  - Intonation – hitting the correct pitch when singing or playing an instrument
    - Flat – playing or singing below the designated pitch
    - Sharp – playing or singing above the designated pitch
- Dynamics – the variations in loudness or softness in the volume of a singing voice or instrument
- Rhythm – the pattern in time within music, including the following parts:
  - Beat – basic unit of time in music
  - Tempo – the speed at which a piece of music is played
  - Meter – the pattern of strong and weak beats within a piece
- Melody – a series of notes that creates a tune
- Form – a predetermined set of principles around which a piece of music is created
- Timbre – how sound is described; for example, bright, warm, harsh, etc.

## **Texas Culture in Music**

Tejano music was developed by Mexican-American populations in Central and South Texas, who adapted European waltzes and polkas into their own distinctive genre. This music is upbeat and pays homage to popular Mexican tradition as well as pop, rock, and folk from this side of the border. Selena and Flaco Jimenez are examples of Tejano musicians.

Country music grew out of the rural South in the early twentieth century. The first country musicians were primarily white, working-class Americans who combined elements from multiple folk genres, including folk music, popular songs, traditional ballads, and cowboy songs, to create a new genre. Contemporary country music keeps some of these original traits, but it owes much to pop and rock genres.



## Nutrients

Nutrients are present in food and beverages and help to nourish the body and create energy. These are the six types of nutrients:

- **Carbohydrates** come from bread, grains, starchy vegetables, and sugars. They are the primary source of energy for most people. Carbohydrates also provide fiber, which helps the body to digest food.
- **Fats** help the body absorb fat-soluble vitamins and supply energy. There are good fats present in nuts, seeds, and avocados, and saturated fats from oils, which can increase inflammation.
- **Proteins** break down into amino acids when eaten and help the body repair and generate tissue.
- **Vitamins** are substances that the body needs for proper growth and development. There are 13 vitamins that the body needs in order to run properly, including A, B (several vitamins are included in B-complex), C, D, E, and K.
- **Minerals** help the body produce hormones, build bones, and regulate the heartbeat. Macrominerals are minerals that the body requires a large amount of to function, like calcium and sodium. Another group of minerals that are required in a much smaller quantity are called trace minerals, like iron and zinc.
- **Water** is necessary for transporting nutrients, removing waste, and other vital actions in the body. Water can be found in foods with high water content as well as in its liquid form.

## Meeting Students' Diverse Needs - Sensory Processing Disorders

Sensory processing disorders occur when the brain has difficulty processing information from the outside world. These disorders include a broad range of conditions and symptoms and include those students on the autism spectrum. These students might be more sensitive to sensory inputs like light, sound, or touch, or they could be less sensitive to external inputs and appear to lack coordination.

While there are some concerns that need to be taken into account, students with sensory processing disorders can benefit from physical education activities. Sensory circuits are recommended for students dealing with these disorders. These include short physical activities that allow students to focus for a short period of time on one focus area, like swinging arms back and forth or doing push-ups. A sensory circuit should always include a station with little stimuli assigned to be a calming space in order to avoid sensory overload.

Although sensory circuits and calming spaces are specially developed for the unique needs of a particular group, they are beneficial to all students. Physical movement, focus, and calming exercises help all students feel refreshed and ready to achieve academic success.

## Perception

Perception skills are important in any subject. These skills can be developed and mastered using the **elements of drama** and **conventions of theatre** as vehicles to increase our understanding of our world.

The **elements of drama** include:

- Plot: the storyline, or the “what happens” in a piece
- Characters: the people or subjects; the “who” in a piece
- Thought: the larger emotional or philosophical meaning of a piece
- Diction: the word choice within a piece
- Melody: the music included in a piece, or the way in which the chorus or ensemble communicates; “how it sounds”
- Spectacle: the technical aspects of a piece

**Conventions of theatre** are the principles that apply to a specific performance, as developed by the actors, technicians, director, and playwright. Some examples are:

- Suspension of disbelief
- Actors “breaking the fourth wall” by addressing the audience or acknowledging that they are in a performance

And that’s just some very basic information about the Fine Arts, Health and Physical Education subject exam.

Now, let’s look at a few practice questions.

## Did you know?

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# Subject Exam V Practice Questions

## Question 1

The art of 8-year-old students is most likely to reflect the fact that children of this age are typically:

- A. comparing their work to their peers.
- B. concerned with naturalism.
- C. basing their work on schema.
- D. strong at the use of perspective.

**Correct Answer:** A. A student in this age group cognitively develops an awareness of their work and is concerned about the opinion of his/her peers and conforming to their judgments.

## Question 2

Proteins are most useful for the:

- A. conversion of food to glucose.
- B. growth of muscles.
- C. lubrication of joints.
- D. secretion of waste.

**Correct Answer:** B. This is the main use of proteins.

## Question 3

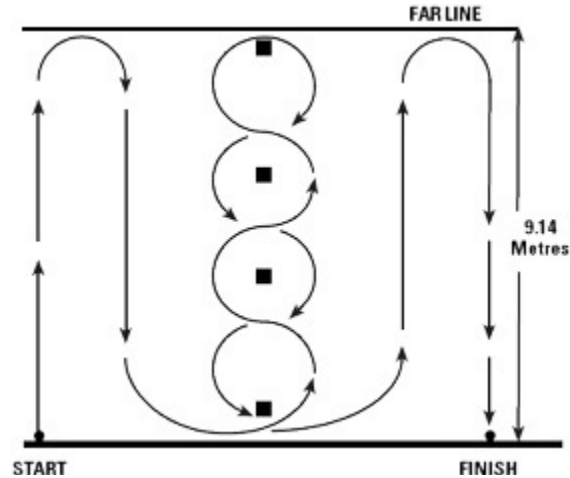
Mr. Gonzalez, a fourth-grade theatre teacher, has his students perform various everyday activities without verbal communication. They perform in front of the class and the class has to guess the activity, such as arguing with a friend, stubbing a toe, or being frustrated while doing homework. This exercise is most beneficial because it develops the students' understanding of:

- A. the value of understanding traditional actions.
- B. the importance and necessity of verbal communication.
- C. the similarity among people.
- D. how movement and gestures are used to communicate emotion.

**Correct Answer:** D. This is the best answer, as the students will most likely recognize a majority of the actions with verbal communication. This helps students develop a better understanding of how non-verbal communication is so important in everyday communication.

### Question 4

A teacher times students as they run through an obstacle course as pictured. Which of the following skills is the teacher most likely assessing?



- A. non-locomotor skills
- B. agility
- C. power
- D. balance

**Correct Answer:** B. Agility is the ability to move quickly and easily. Running an obstacle course is a good indicator of agility.

### Question 5

The design of a musical piece is also known as the:

- A. composition.
- B. dynamics.
- C. pitch.
- D. timbre.

**Correct Answer:** A. How a musical piece is designed is known as the "composition." It is the composition of music that gives it a distinct sound. Genres of music are pieces that share similar characteristics.

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