



New Mexico

Teacher Assessments™

Study Guide

New Mexico Content Knowledge Assessments™

I2 Language Arts



Table of Contents

An Overview of the Testing Program	1
Test Development Process	2
Characteristics of the Assessments	2
Test Administration	4
Score Reports	4
Test Scores	4
How to Prepare for the Assessments	5
Plan Your Course of Study	5
The Day of the Test: Helpful Hints	7
Preparing for the Test Administration	7
Test-Taking Tips	7
An Introduction to the New Mexico Content	
Knowledge Assessment of Language Arts	10
Test Framework	11
Sample Test Directions	17
Sample Selected-Response Questions	18
Answer Key for the Sample Selected-Response Questions.....	25
Acknowledgments	26

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An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test: Helpful Hints

The first three sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test:
Helpful Hints](#)



An Introduction to the New Mexico Content Knowledge Assessment of Language Arts

The New Mexico Content Knowledge Assessments are designed to measure the subject matter knowledge and skills that are needed to teach effectively in New Mexico schools. The Language Arts test is intended for individuals seeking a 7–12 teaching license.

The Language Arts test consists of 100 selected-response questions.



Test Framework

Listening and Speaking
Writing
Reading
Language and Media
Literature

SUBAREA I—LISTENING AND SPEAKING

0001 Understand listening and speaking for information and understanding.

For example:

- analyze factors affecting a listener's ability to understand spoken language in different contexts
- apply techniques of organizing information for formal presentations
- apply methods of adapting language for various purposes, audiences, and occasions
- evaluate materials for use in oral presentations

0002 Understand listening and speaking for literary response and expression, personal appreciation, and entertainment.

For example:

- recognize the different roles of speech and intonation patterns in oral presentations of stories, poetry, and drama
- assess the effectiveness of given examples for making presentations
- assess the appropriateness of details and vocabulary for a specific audience

0003 Understand listening and speaking for critical analysis, evaluation, and persuasion.

For example:

- evaluate strategies of organization and delivery in relation to content, audience, purpose, and occasion
- analyze fallacies in logic
- analyze the role of critical-thinking skills (e.g., selecting and evaluating supporting data, evaluating a speaker's point of view) in effective listening and speaking
- recognize the varieties of body language, gestures, literary devices, and visual aids that can be used to communicate a point of view

0004 Understand listening and speaking for social interaction in a variety of formal and informal situations.

For example:

- recognize elements of effective listening and speaking in conversation (e.g., using appropriate language, providing verbal and nonverbal responses to the speaker)
- apply techniques for effective listening and speaking in small- and large-group situations (e.g., paraphrasing to clarify, monitoring reactions by interpreting nonverbal cues, adjusting register to accommodate the context)
- recognize the role of cultural and linguistic diversity in listening and speaking

SUBAREA II—WRITING

0005 Understand writing for information and understanding.

For example:

- evaluate alternative introductory or concluding sentences for a formal essay or research paper
- evaluate information from various sources (e.g., the Internet, encyclopedias, news magazines) to solve problems and for use in research projects
- assess the appropriateness of language and formats for various forms of expository writing (e.g., business letter of complaint, news article, formal essay)
- recognize methods used to improve the effectiveness of expository writing

0006 Understand writing for personal expression and social interaction.

For example:

- demonstrate awareness of the aesthetic dimension of language (e.g., imagery, figurative language, sentence variety)
- evaluate alternative thesis statements or organizational patterns for a personal essay
- analyze the effectiveness of narrative or descriptive materials and identify appropriate revisions
- apply strategies for composing personal notes and letters

0007 Understand writing for critical analysis, evaluation, and persuasion.

For example:

- analyze the organization or strategy of an editorial or argumentative essay
- select appropriate reasons, examples, or details to support an argument or opinion
- analyze fallacies in logic in a piece of persuasive writing

0008 Understand processes for generating and developing written texts.

For example:

- apply strategies for generating ideas before writing
- apply strategies for developing a written text
- recognize methods used to revise works in progress

0009 Edit written texts to achieve clarity and economy of expression and conformity to conventions of standard English usage.

For example:

- revise sentences to eliminate wordiness, ambiguity, and redundancy
- revise sentences and passages to maintain parallel form and strengthen the unity of a written statement
- revise errors in usage, nonstandard punctuation, and spelling

SUBAREA III—READING

0010 Understand reading for information and comprehension.

For example:

- draw conclusions from a passage
- recognize an author's purpose for writing a passage
- infer information from a passage

0011 Understand reading for literary response and personal enjoyment.

For example:

- analyze an author's use of figurative language to convey sensory impressions or emotional effects
- analyze an author's use of language to create mood, portray character, or develop plot
- interpret the use of rhythm, rhyme, or imagery to evoke a response in readers
- analyze the use of language to develop themes

0012 Understand reading for critical analysis and evaluation.

For example:

- distinguish between what is presented as fact and what is presented as opinion in a passage
- evaluate the relevance, importance, or sufficiency of facts or examples in a writer's argument
- analyze various types of persuasive messages (e.g., propaganda, advertising)
- assess the credibility or objectivity of various sources of information (e.g., electronic texts, print media, film)
- analyze how an author's tone and style present a particular point of view or hold the interest of readers

0013 Understand reading comprehension.

For example:

- recognize the purposes and characteristics of reading techniques (e.g., skimming, varying reading texts)
- apply appropriate strategies to acquire meaning from a text (e.g., recalling prior knowledge related to a topic, generating questions to be answered from reading)
- apply strategies to determine word meanings (e.g., context clues, structural analysis, etymology)
- recognize deficiencies in student reading abilities and guide students toward becoming independent readers

SUBAREA IV—LANGUAGE AND MEDIA

0014 Understand the historical, social, and cultural influences shaping the English language.

For example:

- analyze the significance of historical events that have influenced the development of the English language (e.g., Norman Conquest, interactions between indigenous peoples and Europeans during the European colonization of North America)
- relate English derivatives and borrowing, including slang terms, to their origins in other languages
- analyze regional and social variations in language in the United States

0015 Understand the structure, acquisition, and use of language.

For example:

- recognize structural features of language (e.g., phonological, morphological, syntactic, semantic)
- understand the acquisition of English as a first and second language

0016 Understand the interrelationship of language arts skills and their integration within other content areas.

For example:

- recognize ways in which reading, writing, listening, speaking, and thinking interrelate and mutually influence one another
- apply methods of integrating language modes to promote learning
- apply techniques and activities for integrating the language arts with other content areas

0017 Understand the use of visual and electronic media in the communication of information, creative expression, and entertainment.

For example:

- recognize characteristics and uses of various media (e.g., film, television, computer graphics, the Internet, CD-ROM)
- recognize alternative ways to communicate information
- use computers and other technology to locate, organize, and present information
- evaluate and select appropriate visual and electronic materials for use in presentations

0018 Understand the use of visual and electronic media to influence attitudes and behavior.

For example:

- select visual materials (e.g., photographs, videotapes) likely to be effective in communicating a point of view
- analyze ways in which advertisers seek to influence popular behavior
- examine the impact of visual and electronic media on social attitudes

SUBAREA V—LITERATURE

0019 Understand characteristic features of various genres of literature (e.g., novel, drama, biography, essay, poetry).

For example:

- recognize characteristics of various genres of literature
- identify criteria for selecting literature for children and adolescents
- analyze works in various genres of literature
- compare and contrast works of literature within the same genre

0020 Understand historical, social, and cultural aspects of literature, including the ways in which literary works and movements reflect and shape culture and history.

For example:

- recognize the characteristics and significance of mythology, oral traditions, and literature from diverse cultures
- analyze universal themes and patterns in the literature and oral traditions of diverse cultures
- examine the expression of cultural values and ideas (e.g., regional, ethnic, historical) through literature
- analyze the role of given authors and works in influencing public understanding of social issues

0021 Understand significant themes, characteristics, trends, writers, and works in American literature.

For example:

- recognize distinguishing characteristics of major writers, works, and movements in American literature
- analyze major thematic concerns and stylistic and formal characteristics associated with significant American writers and dramatists in passage context
- demonstrate knowledge of the cultural diversity reflected in American literature

0022 Understand major themes, characteristics, trends, writers, and works in world literature.

For example:

- recognize major literary forms, works, trends, and writers of ancient civilizations (e.g., epic, pastoral ode, Upanishads, Virgil) and their characteristics
- recognize major literary forms, works, writers, and characteristics of world literature from diverse cultures written before the modern period
- recognize major literary forms, works, writers, and characteristics of modern and contemporary world literature from diverse cultures

0023 Understand major themes, characteristics, writers, and works in the literature of the Southwest.

For example:

- recognize major literary forms, works, and writers of the Southwest
- examine ways in which literature reflects the cultural pluralism of the Southwest
- analyze the literary response of writers in the Southwest to social conditions, patterns of inclusion and exclusion, historical events, and cultural movements, as exemplified in given passages



Sample Test Directions

A sample of the general directions for the New Mexico Content Knowledge Assessment of Language Arts is shown in the box below.

You should have in front of you:

- (1) a test booklet for the assessment for which you registered (check the assessment name on the front cover);
- (2) an Answer Sheet A; and
- (3) a No. 2 lead pencil.

IF YOU ARE MISSING ANY OF THESE MATERIALS, NOTIFY YOUR TEST ADMINISTRATOR. REMOVE ALL OTHER MATERIALS FROM YOUR DESK.

TEST DIRECTIONS

Each question in this booklet is a selected-response question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on Answer Sheet A in the space that corresponds to the question number. Completely fill in the circle having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question:
1. What is the capital of New Mexico?
 - A. Albuquerque
 - B. Las Cruces
 - C. Santa Fe
 - D. Silver City

The correct answer to this question is C. You would indicate that on Answer Sheet A as follows:

1. A B C D

Try to answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

You may use the margins of the test booklet for scratch paper, but all of your answers must be recorded on the answer sheet. Answers that are in the test booklet will not be scored.

The words "End of Test" indicate that you have completed the test. You may go back and review your work, and be sure you have answered all questions before raising your hand for dismissal. Your test materials must be returned to a test administrator when you finish the test.

FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.

This testing session will last four hours. You may work at your own pace. If you have any questions, please ask them now before beginning the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.



Sample Selected-Response Questions

This section presents sample selected-response questions for you to review as part of your preparation for the New Mexico Content Knowledge Assessment of Language Arts. To demonstrate how the test competencies may be assessed, each sample question is preceded by the competency that it measures. On an actual test, the competencies will not be given.

The sample selected-response questions are designed to illustrate the nature of the test questions. They should not be used as a diagnostic tool to determine your individual strengths and weaknesses. The selected-response questions require you to demonstrate more than the ability to recall factual information. They ask you to think critically about the information, to analyze it, to consider it carefully, or to apply it to a hypothetical situation.

Work through each question carefully before referring to the answer key, which is located at the end of the section.

Competency 0001

Understand listening and speaking for information and understanding.

1. To ensure that an audience will be able to understand the information and concepts in an informative speech, a responsible speaker should do which of the following while preparing the speech?
 - A. Investigate the background of the audience to adapt the ideas in the speech to existing views and beliefs.
 - B. Analyze the prospective audience to determine its needs and persuasability with regard to the topic of the speech.
 - C. Determine the knowledge level and goals of the audience in relation to the subject matter of the speech.
 - D. Provide an advance copy of the outline or notes of the speech to a representative of the audience for review.

Competency 0004

Understand listening and speaking for social interaction in a variety of formal and informal situations.

2. **Use the conversation below to answer the question that follows.**

Tom: I despise biology.

Ed: Is it really the subject that you dislike so much?

Tom: Not really. It's just that I hate labs because I have so much trouble getting the microscope to work right.

Ed: Yes, that can be very frustrating.

The exchange above best shows how:

- A. supportive listening can be used to solve a problem.
- B. analytical listening can be used to obtain information that will enhance understanding.
- C. supportive listening can be used to repair a breakdown in communication.
- D. analytical listening can be used to infer information that is not expressed openly.

Read the passage below; then answer the two questions that follow.

¹Born Samuel Langhorne Clemens, Mark Twain grew up in Hannibal, Missouri. ²Despite extensive travel later in life, he never forgot the Mississippi River town where he spent his earliest years. ³With his father's death, he left school at age eleven to learn the printing trade. ⁴In such works as *The Adventures of Tom Sawyer* (1876) and *Life on the Mississippi* (1883), he turned his boyhood experiences into memorable fictional narratives. ⁵Hannibal and the Mississippi also provided the backdrop for his most influential novel, *The Adventures of Huckleberry Finn* (1884). ⁶In it, Twain combined broad-ranging humor with biting social satire in a masterful exploration of the freedom and innocence of youth.

⁷_____ ⁸To be sure, he continued to write successful books. ⁹Nor did he ever lose the extraordinary command of language that had marked his writing from the outset. ¹⁰But his increasingly dark vision of society and human nature formed an unappealing contrast with the cheerful skepticism of earlier novels. ¹¹As the personal, economic, and physical misfortunes of old age clouded once vibrant memories of youth, Twain became ever more embittered and his work suffered as a consequence.

Competency 0005

Understand writing for information and understanding.

3. Which of the numbered sentences contains distracting details that interfere with the development of the main point of the first paragraph?
- A. Sentence 2
 - B. Sentence 3
 - C. Sentence 5
 - D. Sentence 6

Competency 0008

Understand processes for generating and developing written texts.

4. When added to the beginning of the second paragraph, which sentence would provide the best transition?
- A. In later novels, Twain never recaptured the balance between humor and pessimism that made *Huckleberry Finn* so compelling.
 - B. After *Huckleberry Finn*, Twain adopted a different tack in his work.
 - C. *A Connecticut Yankee at King Arthur's Court* (1889), *The Tragedy of Pudd'nhead Wilson* (1894), and other later novels were not nearly as well received as *Huckleberry Finn*.
 - D. *Huckleberry Finn* was the best, but by no means the last, of Twain's novels.

Competency 0011

Understand reading for literary response and personal enjoyment.

5. Read the poem below by William Shakespeare; then answer the question that follows.

Sonnet 30

When to the sessions of sweet silent thought
I summon up remembrance of things past,
I sigh the lack of many a thing I sought,
And with old woes bewail my dear time's waste:
Then can I drown an eye, unused to flow,
For precious friends hid in death's dateless night,
And weep afresh love's long since cancelled woe,
And moan th'expense of many a vanished sight:
Then can I grieve at grievances foregone,
And heavily from woe to woe tell o'er
The sad account of fore-bemoanéd moan,
Which I new pay, as if not paid before.
But if the while I think on thee, dear friend,
All losses are restored and sorrows end.

The tone of this poem changes from:

- A. sarcastic to sympathetic.
- B. somber and mournful to serene.
- C. indignant and bitter to apathetic.
- D. rejecting to warmly approving.

Competency 0013

Understand reading comprehension.

6. Which of the following is an example of using syntactic clues to identify the meaning of an unfamiliar word in a text?
- A. looking for synonyms or descriptions of the word within the text
 - B. applying graphophonemic analysis to the word
 - C. determining the meaning of the word's root and affixes
 - D. analyzing what the placement of the word within a sentence suggests about the word

Competency 0018

Understand the use of visual and electronic media to influence attitudes and behavior.

7. The symbolism of a visual image from one culture may be ambiguous or may not be apparent to an individual from a different culture. Which of the following statements best explains this observation?
- A. The way a person visually scans an image is dependent on the characteristics of his or her written language.
 - B. The physical sensing of visual elements, such as shapes and tones, is influenced by cultural factors.
 - C. The interpretation of a symbol is the result of a highly individualized construction of meaning by the viewer.
 - D. The connection between a symbol and what it represents is learned.

Competency 0021

Understand significant themes, characteristics, trends, writers, and works in American literature.

8. **Read the passage below from *Big Sur* by Jack Kerouac; then answer the question that follows.**

When the cab leaves I therefore turn on my railroad lantern for a timid peek but its beam gets lost just like the car lights in a void and in fact the battery is fairly weak and I can hardly see the bluff at my left—As for the bridge I cant see it anymore except for graduating series of luminous shoulder buttons going off further into the low sea roar—The sea roar is bad enough except it keeps bashing and barking at me like a dog in the fog down there, sometimes it booms the earth but my God where is the earth and how can the sea be underground!—"The only thing to do," I gulp, "is to put this lantern shinin right in front of your feet, *kiddo*, and follow that lantern and make sure it's shinin on the road rut and hope and pray it's shinin on ground that's gonna be there when it's shining," in other words I actually fear that even my lamp will carry me astray if I dare to raise it for a minute from the ruts in the dirt road—

Which of the following characteristics of the Beat literature of the 1950s and 1960s is most clearly exemplified in this passage?

- A. use of literary texts to expound radical political views
- B. imitation in words of the disconnected quality of raw experience
- C. assertion of individualism as basic to American culture
- D. adoption of the language of visionary spiritual philosophies

Competency 0023

Understand major themes, characteristics, writers, and works in the literature of the Southwest.

9. Read the Pima legend below; then answer the question that follows.

The bluebird was once a very ugly color. But there was a lake where no river flowed in or out, and the bird bathed in it four times every morning for four mornings. Every morning it sang:

There's a blue water, it lies there.

I went in.

I am all blue.

On the fourth morning it shed all its feathers and came out of the lake in its bare skin, but on the fifth morning it came out with blue feathers.

All this while Coyote had been watching the bird. He wanted to jump in and get it, but he was afraid of the water. On that fifth morning he said, "How is it that all your ugly color has come out and now you are blue and gay and beautiful? You're more beautiful than anything that flies in the air. I want to be blue too."

Coyote was at that time a bright green. "I went in four times," said the bird, and taught Coyote the song. So Coyote went in four times, and the fifth time he came out as blue as the little bird.

That made him feel very proud. As he walked along, he looked on every side to see if anyone was noticing how fine and blue he was. He looked to see if his shadow was blue too, and so he was not watching the road. Presently he ran into a stump so hard that it threw him down in the dirt, and he became dust-colored all over. And to this day all coyotes are the color of dirt.

This Pima legend focuses primarily on which of the following themes?

- A. the foolishness of suppressing one's feelings of awe and wonder out of a misperceived need to be responsible or practical
- B. the hazards of permitting one's actions to be guided by envy, vanity, and superficial notions of beauty
- C. the rewards of adhering to a daily routine designed to improve one's physical health and increase personal happiness
- D. the importance of identifying role models that can inspire one to set ambitious goals and achieve them



Answer Key for the Sample Selected-Response Questions

1. C
2. B
3. B
4. A
5. B
6. D
7. D
8. B
9. B



Acknowledgments

Page Number

23 Kerouac, J. (1962). *Big Sur* (p. 10). New York: Farrar, Straus and Cuhady.