| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Reading (47%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Foundational Skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the role of phonological awareness in literacy development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the importance of phonological awareness as a foundational skill for literacy development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies and provides examples of phonemes, syllables, onsets, and rimes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Identifies and provides examples of blending, segmenting, substituting, and deleting phonemes, syllables, onsets, rimes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the role of phonics and word analysis in literacy development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the importance of phonics and  word analysis in literacy development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Distinguishes among common letter-sound  correspondences and spelling conventions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Distinguishes high-frequency sight words  from decodable words appropriate for  particular grades |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Identifies roots and affixes to decode  unfamiliar words |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Recognizes various stages of language  acquisition (e.g., WIDA taxonomy) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Delineates common phonics and word-recognition  approaches for ELLs (pedagogy) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Differentiates syllabication patterns (e.g.,  open, closed, CVe) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the role of fluency in literacy  development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines fluency and related terms (e.g.,  accuracy, rate, prosody) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains the impact of fluency on  comprehension |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Literature and Informational Texts** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to use key ideas and details  to comprehend literature and informational  text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies the key details, moral, and/or  theme of a literary text, citing specific  textual evidence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies the key details and/or central  idea of an informational text, citing  specific textual evidence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Makes inferences from a text and supports  them with appropriate evidence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Summarizes information from a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Analyzes the characters, setting, and plot  of a literary text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Analyzes the relationships among  individuals, events, ideas, and concepts in  an informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands how to use key ideas and details  to comprehend literature and informational  text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies structural elements of literature  across genres (e.g., casts of characters and  stage directions in drama, rhyme and  meter in poetry) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Uses text features (e.g., headings, sidebars,  hyperlinks) to locate information in a print  or digital informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Identifies organizational structures of  informational text (e.g., cause/effect,  problem/solution) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Identifies how structural elements  contribute to the development of a  literary text as a whole |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the concept of point of view  using evidence from the text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies author’s point of view in various  genres and supports conclusions with  evidence from the text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Compares multiple accounts of the same  event or topic to identify similarities or  differences in point of view |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Identifies how point of view impacts the  overall structure of a literary or  informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.. Understands how to integrate and compare  written, visual, and oral information from texts  and multimedia sources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains how visual and oral elements  enhance the meaning and effect of a  literary text (e.g., picture book, graphic  novel, multimedia presentation of a  folktale) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Compares the written version of a literary  text with an oral, staged, or filmed version |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Compares two or more literary texts that  address the same theme |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Compares two or more informational texts  that address the same topic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Interprets visual and multimedia elements  in literary and informational texts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Evaluates key claims in a text and supports  them with reasons and evidence from the  text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows the role of text complexity in reading development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the three factors (i.e., quantitative,  qualitative, and reader and task) that  measure text complexity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies features of text-leveling systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Writing, Speaking, and Listening (53%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Writing** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the characteristics of common  types of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Distinguishes among common types of  writing (e.g., opinion/argument,  informative/explanatory, narrative) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies the purpose, key components,  and subgenres (e.g., speeches,  advertisements, narrative poems) of each  common type of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Evaluates the effectiveness of writing  samples of each type |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the characteristics of effective  writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Evaluates the appropriateness of a  particular piece of writing for a specific  task, purpose, and audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Evaluates the development, organization,  or style of a piece of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Identifies appropriate revisions to  strengthen a piece of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Writes clearly and coherently |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Identifies the interrelationships among  planning, revising, and editing in the  process of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows the developmental stages of writing  (e.g., picture, scribble) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies the grade-appropriate  continuum of student writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows the importance of digital tools for  producing and publishing writing and for  interacting with others |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies the characteristics and purposes  of a variety of digital tools for producing  and publishing writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies the purposes of a variety of  digital tools for interacting with others |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows the research process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies the steps in the research process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Distinguishes between primary and  secondary sources and their uses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Distinguishes between reliable and  unreliable sources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Distinguishes between paraphrasing and  plagiarizing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Knows how to locate credible print and  digital sources, locate information within  the sources, and cite the sources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Language** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the conventions of standard English  grammar, usage, mechanics, and spelling  when writing, speaking, reading, and listening |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the function of different parts of  speech |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Corrects errors in usage, mechanics, and  spelling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Identifies examples of different sentence  types (e.g., simple, compound,  compound-complex) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Identify how varieties of English (e.g.,  dialects, registers) used in stories, dramas,  or poems support the overall meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands how to determine the meaning  of words and phrases |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Determines the literal meaning of  unknown words and phrases from  context, syntax, and/or knowledge of  roots and affixes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies types of figurative language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Interprets figurative language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Analyzes the relationship between word  choice and tone in a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands characteristics of conversational,  academic, and domain-specific language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Differentiates among the three tiers of  vocabulary |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies relevant features of language  such as word choice, order, and  punctuation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Speaking and Listening** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the characteristics of effective  collaboration to promote comprehension |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies techniques to communicate for  a variety of purposes with diverse partners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies the characteristics of active  listening |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the characteristics of engaging oral  presentations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies elements of engaging oral  presentations (e.g., volume, articulation,  awareness of audience) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |