| **Test Content Categories** | **How well do I know the content?  (scale 1–5)** | **What resources do I have/need for this content?** | **Where can I find the resources I need?** | **Dates I will study this content** | **Date completed** |
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| **I. Reading (52%)** |  |  |  |  |  |
| **A. Foundational Knowledge** |  |  |  |  |  |
| 1. Phonological and Phonemic Awareness |  |  |  |  |  |
| 1. Understands instructional methods of systematically and explicitly teaching phonological awareness skills (e.g., recognition of rhyme and alliteration, segmenting of syllables and phonemes, manipulation of onsets and rimes) |  |  |  |  |  |
| 1. Understands instructional methods to systematically and explicitly teach phonemic awareness skills (e.g., blending, segmenting, substituting, deleting) |  |  |  |  |  |
| 1. Understands instructional methods for systematically and explicitly teaching concepts about print (e.g., directionality of text, print awareness, recognition of uppercase and lowercase letters, parts of a book and their functions) |  |  |  |  |  |
| 1. Demonstrates knowledge of the alphabetic principle in early literacy instruction |  |  |  |  |  |
| 1. Understands how to use the classroom environment and materials (e.g., sound wall, visuals) to increase students’ phonological and phonemic awareness skills |  |  |  |  |  |
| 1. Understands various approaches to fostering students’ expressive and receptive language skills to improve their oral language development |  |  |  |  |  |
| 2. Phonics and Word Analysis |  |  |  |  |  |
| 1. Understands how to decode unfamiliar words and apply word analysis skills to appropriate grade levels |  |  |  |  |  |
| 1. Understands instructional strategies for teaching common phonics patterns and rules (e.g., vowel teams, consonant clusters, r-controlled vowels, syllabication, orthography) |  |  |  |  |  |
| 1. Knows how to teach morphemic analysis, including identifying roots and affixes and understanding meanings of prefixes (e.g., re-, un-, pre-) and suffixes (e.g., -ing, -ed, -ness) |  |  |  |  |  |
| 1. Knows how to utilize instructional techniques (e.g., multisensory learning, repeated exposure) to aid students in expanding their sight word recognition |  |  |  |  |  |
| 1. Demonstrates an understanding of high-frequency words |  |  |  |  |  |
| 1. Understands common letter-sound correspondences and spelling conventions |  |  |  |  |  |
| 3. Fluency and Vocabulary |  |  |  |  |  |
| 1. Knows how fluency and vocabulary contribute to reading comprehension |  |  |  |  |  |
| 1. Knows instructional methods to teach students how to read orally with accuracy, rate, and prosody |  |  |  |  |  |
| 1. Knows how to help students acquire a wide range of both common and content-specific words through direct instruction and independent learning |  |  |  |  |  |
| 4. Assessment and Evaluation |  |  |  |  |  |
| 1. Knows how to apply a variety of assessment methods, including formal and informal approaches, to capture a comprehensive picture of foundational literacy development (e.g., phonological awareness, phonemic awareness, phonics, decoding, and fluency) while considering the diverse needs of all students |  |  |  |  |  |
| **B. Literature and Informational Text** |  |  |  |  |  |
| 1. Comprehension |  |  |  |  |  |
| 1. Knows how to identify the central idea and key details of a text (e.g., literary and informational) by citing specific evidence (e.g., summarizing and retelling) |  |  |  |  |  |
| 1. Understands how to draw inferences from a text |  |  |  |  |  |
| 1. Knows how to analyze characters, setting, and plot of a literary text |  |  |  |  |  |
| 1. Knows how to determine the theme of a story or poem by using key details from the text |  |  |  |  |  |
| 1. Knows how to foster students’ listening-comprehension skills to improve their reading comprehension skills through research-based approaches |  |  |  |  |  |
| 1. Knows how to provide differentiated instruction (e.g., graphic organizers, scaffolding, choice of text) to diverse learners with varying abilities and backgrounds to improve comprehension |  |  |  |  |  |
| 2. Text Features and Structures Across Genres |  |  |  |  |  |
| 1. Knows how structural elements (e.g., character development, setting) of literature across various genres (e.g., drama, poetry) contribute to the overall meaning and impact of the text |  |  |  |  |  |
| 1. Understands how to use text features (e.g., headings, table of contents, glossary) to locate information in a printed or digital informational text |  |  |  |  |  |
| 1. Understands the organizational structures of an informational text (e.g., cause and effect, problem and solution) problem/solution) |  |  |  |  |  |
| 1. Knows how to compare two or more texts (informational or literary) to address the same theme |  |  |  |  |  |
| 1. Identifies how point of view affects the overall structure of a literary or an informational text |  |  |  |  |  |
| 3. Multimedia Sources |  |  |  |  |  |
| 1. Understands 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) |  |  |  |  |  |
| 4. Text Complexity and Reading Development |  |  |  |  |  |
| a. Understands the quantitative measures (e.g., word length and sentence structure), qualitative measures (e.g., text structure and language conventions), and reader and task factors (e.g., prior knowledge and reader motivation and engagement) that influence text complexity |  |  |  |  |  |
| b. Knows how to provide support for complex texts by preteaching vocabulary, discussing key concepts, and using reading strategies (e.g., questioning, predicting, and summarizing) |  |  |  |  |  |
| 5. Assessment and Evaluation |  |  |  |  |  |
| 1. Knows how to apply a variety of assessment methods, including formal and informal approaches, to guide and differentiate instruction and monitor student progress to support readers as they comprehend and construct meaning from a text while considering the diverse needs and experiences of all students |  |  |  |  |  |
| **II. Writing, Speaking, and Listening (52%)** |  |  |  |  |  |
| **A. Writing** |  |  |  |  |  |
| 1. Types of Writing and Purposes |  |  |  |  |  |
| 1. Identifies and distinguishes common types of writing (e.g., narrative, informative/explanatory, opinion/argumentative, and descriptive writing) |  |  |  |  |  |
| 1. Knows systematic and explicit methods to teach writing to all learners (i.e., Simple View of Writing, Not So Simple View of Writing) |  |  |  |  |  |
| 1. Knows how to evaluate the appropriateness of a particular piece of writing for a specific task, purpose, and audience |  |  |  |  |  |
| 1. Identifies the different developmental stages (e.g., emergent, transitional, and proficient) of writing |  |  |  |  |  |
| 2. Organization and Style |  |  |  |  |  |
| 1. Knows how to evaluate the development, organization, or style of a piece of writing |  |  |  |  |  |
| 1. Knows how to identify appropriate revisions to strengthen a piece of writing |  |  |  |  |  |
| 1. Knows instructional methods to assist students in writing clearly and coherently |  |  |  |  |  |
| 1. Understands methods of teaching the structure of written language, including the rules of grammar and mechanics |  |  |  |  |  |
| 3. Digital Tools for Producing and Publishing Writing |  |  |  |  |  |
| 1. Understands how digital tools can enhance writing by providing platforms (e.g., online software and collaborative tools) for drafting, editing, and revising written work |  |  |  |  |  |
| 4. Research Process |  |  |  |  |  |
| 1. Identifies the steps (e.g., choosing a topic, gathering resources, and drafting) in the research process |  |  |  |  |  |
| 1. Knows how to distinguish between primary and secondary sources and their uses |  |  |  |  |  |
| 1. Knows how to distinguish between credible print and digital sources, locate information within the sources, and cite the sources |  |  |  |  |  |
| 1. Knows how to distinguish between paraphrasing and plagiarizing |  |  |  |  |  |
| 5. Assessment and Evaluation |  |  |  |  |  |
| 1. Knows how to apply a variety of assessment methods, including formal and informal approaches, to guide and differentiate instruction and monitor student progress to support writers as they develop and refine their writing skills |  |  |  |  |  |
| **B. Language** |  |  |  |  |  |
| 1. Conventions of Standard English Grammar, Usage, and Mechanics |  |  |  |  |  |
| 1. Knows how to explain the functions of different parts of speech |  |  |  |  |  |
| 1. Knows how to correct errors in usage, mechanics, and spelling |  |  |  |  |  |
| 1. Knows how to identify examples of different sentence types (e.g., simple, compound, and compound-complex) |  |  |  |  |  |
| 2. Determining Meanings of Words and Phrases |  |  |  |  |  |
| 1. Determines the literal meaning of unknown words and phrases from context, syntax, and/or knowledge of roots and affixes |  |  |  |  |  |
| 1. Identifies and interprets different types of figurative language (e.g., simile, metaphor, idiom) |  |  |  |  |  |
| 1. Knows how to analyze the relationship between word choice and tone in a text |  |  |  |  |  |
| 3. Conversational, Academic and Domain-Specific Vocabulary |  |  |  |  |  |
| 1. Knows how to differentiate among the three tiers of vocabulary |  |  |  |  |  |
| 1. Understands relevant features of language such as word choice, order, and punctuation |  |  |  |  |  |
| **C. Speaking and Listening** |  |  |  |  |  |
| 1. Effective Collaboration to Promote Comprehension |  |  |  |  |  |
| 1. Understands how to implement techniques to communicate for a variety of purposes with diverse learners |  |  |  |  |  |
| 1. Identifies the characteristics of active   listening |  |  |  |  |  |
| 2. Engaging Oral Presentation Skills |  |  |  |  |  |
| 1. Understands effective techniques for delivering engaging oral presentations, including using appropriate tone, pace, and body language, as well as incorporating visual aids and storytelling elements to capture and maintain the audience’s attention |  |  |  |  |  |
| **Tasks of Teaching Reading and Language Arts** |  |  |  |  |  |
| 1. **Planning and Facilitating Instruction** |  |  |  |  |  |
| 1. Evaluates texts, examples, and graphic representations for their support of particular Reading and Language Arts instructional goals |  |  |  |  |  |
| 2. Creates and modifies texts, examples, and graphic representations to support Reading and Language Arts instructional goals, including differentiation for particular learners |  |  |  |  |  |
| 3. Analyzes language and language systems |  |  |  |  |  |
| 4. Explains, defines, and demonstrates Reading and Language Arts processes and concepts for students |  |  |  |  |  |
| 5. Facilitates class discussions and conversations with individual students to elicit or develop their thinking about particular Reading and Language Arts content |  |  |  |  |  |
| 6. Evaluates instructional strategies and activities to elicit, develop, or assess students’ thinking about particular Reading and Language Arts content or to develop or assess their facility with particular Reading and Language Arts processes |  |  |  |  |  |
| **B. Analyzing Student Learning** |  |  |  |  |  |
| 1. Evaluates student reading, writing, speaking, and listening to identify specific strengths and/or areas for improvement or instructional focus |  |  |  |  |  |
| 2. Evaluates student reading, writing, speaking, or listening to classify students’ level of literacy development |  |  |  |  |  |
| 3. Analyzes student reading, writing, speaking, or listening to identify patterns of thinking, misconceptions, and partial conceptions |  |  |  |  |  |
| 4. Responds to student reading, writing, speaking, or listening to target the particular Reading and Language Arts concept in need of attention |  |  |  |  |  |