| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Reading (46%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. General Knowledge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.Knows the major works, authors, and contexts of United States, British, and World literature appropriate for adolescents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies the authors and titles of major works of fiction, poetry, drama, and literary nonfiction appropriate for adolescents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies the historical or literary context of major works of fiction, poetry, drama, and literary nonfiction appropriate for adolescents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the defining characteristics of literary genres (e.g., poetry, literary nonfiction, drama) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies typical characteristics of a genre |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. applies correct terminology for a genre (e.g., stanza versus paragraph) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. compares and contrasts different genres |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows the defining characteristics of major subgenres (e.g., sonnet, historical fiction, functional text) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies characteristics of subgenres through distinctions in form or content (e.g., sonnets versus ballads, satire versus realism) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. differentiates between two subgenres (e.g., historical fiction and science fiction) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Literature** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how literal and inferential interpretations of a literary text can be supported with textual evidence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. comprehends the literal meaning of a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. draws inferences from a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. determines the textual evidence that supports an analysis of what a text says or implies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands how a theme is developed within and across works from a wide variety of literary genres and other media |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies the theme of a given text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. analyzes how a theme is developed throughout one or more works |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. recognizes universal themes from myths, traditional stories, or religious works and how they are rendered or alluded to in contemporary works |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands how literary elements (e.g., characterization, setting, plot development) contribute to the meaning of a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. analyzes the impact of differences in the points of view of characters and readers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. analyzes the structure of a plot |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. analyzes how setting contributes to mood, tone, and conflict |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. analyzes how particular lines of dialogue or story events impact meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. analyzes the text for the use of indirect and direct characterization |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands how word choice (e.g., figurative, connotative, or informal language) contributes to the meaning and tone of a literary text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. distinguishes between connotation and denotation in a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies examples of various types of figurative language (e.g., extended metaphor, imagery, hyperbole) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. distinguishes between what is directly stated in a text and what is meant (e.g., satire, irony, understatement) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. determines the meaning of words and phrases as they are used in a text, including figurative and connotative meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. analyzes the impact of specific word choices on meaning and tone |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands how poetic devices and structure contribute to the meaning of a poem |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. analyzes how poetic devices (e.g. rhyme scheme, rhythm, figurative language) contribute to the meaning of a poem |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. analyzes how the structure of a poem contributes to its meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Understands literacy skills to support active reading of a literary text (e.g., making predictions, making connections with the text, summarizing) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies literacy skills to support active reading (e.g., text-to-self connection, prediction, summarizing) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluates a summary of a passage |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. evaluates the strength of a prediction based on textual evidence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Informational Texts and Rhetoric** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how literal and inferential interpretations of an informational text can be supported with textual evidence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. comprehends the literal meaning of a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. draws inferences from a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. determines the textual evidence that supports an analysis of what a text says or implies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. compares two or more texts that provide conflicting facts or perspectives on the same topic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows a variety of organizational patterns that can be used to develop a central idea in an informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies the central idea of a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. analyzes how an author develops or refines a central idea in a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. identifies the organizational pattern of a text (e.g., problem-solution, cause-effect, chronological order) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. analyzes how ideas are connected to and distinguished from one another in a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands how word choice (e.g., figurative, connotative, or technical language) contributes to the meaning and tone of an informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. distinguishes between connotation and denotation in a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies the purpose of technical language in a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. distinguishes between what is directly stated in an informational text and what is meant (e.g., satire, irony, understatement) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands methods that authors use to convey purpose and perspective in informational texts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. determines an author’s point of view or purpose |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. analyzes how an author uses rhetoric to support the point of view or purpose of a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Language Use and Vocabulary (11%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the conventions of standard English grammar, usage, syntax, and mechanics (e.g., sentence types, verb tenses, punctuation) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. explains the function of different parts of speech |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies errors in standard English grammar, usage, syntax, and mechanics (e.g., inconsistent verb tense, nonparallel structure) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. justifies grammar, usage, syntax, and mechanics choices (e.g., colon versus semicolon, its versus it’s, saw versus seen) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. identifies examples of different sentence types (e.g., simple, compound, compound-complex) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the use of affixes, context, and syntax to determine word meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. applies knowledge of affixes to determine word meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. uses context clues to determine word meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. applies knowledge of syntax to determine word meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the use of print and digital reference materials to support correct language usage |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. determines the most appropriate print or digital reference material for a particular language usage task |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is familiar with variation in dialect and diction across regions, cultural groups, and time periods |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies variation in dialect and diction across regions, cultural groups, and time periods |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Writing, Speaking, and Listening (18%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the distinct characteristics of various types of writing (e.g., argumentative, informative/explanatory, narrative) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. distinguishes among common types of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies examples of common types of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. identifies typical characteristics of a type of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands that effective writing is appropriate to the task, purpose, and audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies the task, purpose, or intended audience for a piece of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. chooses the most appropriate type of writing for a particular task, purpose, or audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. evaluates the effectiveness of a particular piece of writing for a specific task, purpose, or audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the characteristics of clear and coherent writing (e.g., development, organization, style) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies details that help to develop a main idea |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. organizes parts of a text clearly and coherently |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. chooses appropriate transitions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. justifies stylistic choices within a clear and coherent piece of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows effective research practices, including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources accurately |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies relevant information during research on a given topic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluates the credibility of a print or digital source |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. identifies effective research practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. interprets a citation of a print or digital source |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. applies appropriate documentation techniques when quoting or paraphrasing source material to avoid plagiarism |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands the effective delivery of a speech or presentation (e.g., eye contact, visual aids, tone) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies characteristics of effective delivery of a speech or presentation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluates the integration of multimedia components or visual displays in a particular presentation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. evaluates the advantages and disadvantages of using different media to present ideas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Understands methods that authors use to appeal to a specific audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies methods of appeal or persuasion (e.g., expert opinion, generalization, testimonial) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluates the effectiveness of an author’s methods of appeal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Understands what constitutes an effective written argument with strong supporting evidence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. evaluates the argument and specific claims in an expository or persuasive text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. assesses whether an author’s reasoning is sound |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. assesses whether evidence is relevant, factual, and sufficient |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. English Language Arts Instruction (25%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows commonly used research-based approaches to supporting language acquisition and vocabulary development for diverse learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes approaches to supporting language acquisition or vocabulary development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluates the effectiveness of specific approaches to supporting language acquisition or vocabulary development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. interprets research and applies it to particular instructional challenges related to language acquisition or vocabulary development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows techniques for instructing students to participate productively in collaborative discussions (e.g., one-on-one, in groups, teacher-led) and listen actively |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies a variety of techniques for instructing students to participate productively in collaborative discussions and listen actively (e.g., selecting age-appropriate topics, facilitating appropriate discussion behavior, ensuring accountability) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluates the effectiveness of specific techniques for achieving particular discussion goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows techniques for instructing students to communicate effectively and appropriately using technological tools (e.g., presentation software, blogs, wikis) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies a variety of techniques for instructing students to communicate effectively and appropriately using technological tools |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluates the effectiveness of specific technology-based techniques for achieving particular communication goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows commonly used research-based approaches to grouping and differentiated instruction to meet specific instructional objectives in English Language Arts (e.g., literature circles, peer conferencing, collaborating with educators of exceptional/special needs or linguistically diverse children) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies approaches to grouping or differentiated instruction to meet specific instructional objectives in English Language Arts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluates the effectiveness of specific grouping or differentiation approaches for achieving particular instructional goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Is familiar with approaches to choosing texts for students based on ability and interests |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies approaches to choosing texts for students based on ability and interests |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Understands commonly used research-based strategies for teaching adolescent reading (e.g., activating prior knowledge, modeling metacognitive practices) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes commonly used research-based strategies for teaching adolescent reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluates the effectiveness of specific strategies to support a particular reading task |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. interprets research and applies it to particular reading instruction challenges |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Understands commonly used research-based approaches to teaching components of writing (e.g., writing workshop, modeling) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes commonly used research-based approaches to teaching components of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluates the effectiveness of specific strategies to support a particular writing task |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. interprets research and applies it to particular writing instruction challenges |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows approaches to and purposes of formative and summative assessment of reading, writing, speaking, and listening (e.g., use of rubrics, conferencing techniques, providing useful feedback) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes a variety of approaches to and purposes of formative and summative assessment of reading, writing, speaking, and listening |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluates the effectiveness of a variety of approaches to formative and summative assessment of reading, writing, speaking, and listening |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. interprets research and applies it to particular assessment challenges |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows effective approaches to incorporating student input into the design and use of English Language Arts curriculum and assessments (e.g., literature selection, collaboratively designed rubrics) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies approaches to gathering student input, feedback, and reflection that motivate students and support the development of an effective learning environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies approaches to helping students become monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Constructed-Response Topics**  **Question 1: Textual Interpretation**  **Stimulus** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The stimulus for the literary analysis question will  consist of a selection of prose (fiction or nonfiction) OR poetry (a whole short poem or an excerpt from a longer work). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Task**  Examinees will be asked to do both of the following:  • Describe and give examples of the use of one or two specified literary element(s) present in the  stimulus: e.g., metaphor, simile, voice, narrative  point of view, tone, style, setting, diction, mood,  allusion, irony, cliche, analogy, hyperbole,  personification, alliteration, foreshadowing  • Discuss how the author’s use of the literary  element(s) contributes to the overall meaning  and/or effectiveness of the text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Question 2: Teaching Reading/Writing**  **Stimulus**  The stimulus for the teaching reading/writing  question will consist of a piece of student work OR a classroom situation. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Task**  Examinees may be asked to do any of the following:  • Analyze a piece of student work or a classroom  situation to determine strengths and/or  weaknesses  • Describe an instructional activity referencing the identified strengths and/or weaknesses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |