| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Reading and Language Arts (67%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Emergent Literacy: Foundational Skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Recognizes various stages of language acquisition (e.g., oral language, written language—including spelling) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Differentiates approaches in the planning and implementation of instruction for all students with diverse needs, including English learners (ELs), students with special needs, and gifted and talented students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to help students develop an understanding of print awareness (e.g., environmental print, print concepts) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the role of phonological awareness and phonemic awareness in literacy development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. explains the importance of phonological awareness as a foundational skill for literacy development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies and provides examples of phonemes, syllables, onsets, and rimes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies and provides examples of blending, segmenting, substituting, and deleting phonemes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Reading: Foundational Skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the role and importance of phonics and word analysis in literacy development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. knows common letter-sound correspondences and syllabication patterns (e.g., CVC, VC, CV) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. knows spelling conventions (e.g., irregularly spelled words, homonyms, homophones) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. distinguishes high-frequency sight words from decodable words appropriate for particular grades |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies roots and affixes to decode unfamiliar words |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the role of fluency in literacy development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. defines fluency and related terms (e.g., accuracy, rate, prosody) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. knows strategies to develop students’ fluency to support comprehension (e.g., selecting appropriate texts, modeling fluent reading, choral reading, repeated reading) and explains the impact of fluency on comprehension |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Reading: Literature and Informational Text** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to use key ideas and details to comprehend literature, informational text, and images |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies the key details, moral, and/or theme of a literary text, citing specific textual evidence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies the key details and/or central idea of an informational text, citing specific textual evidence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. makes inferences from a text and supports them with appropriate evidence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. summarizes information from a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. analyzes the characters, setting, sequencing, and plot of a literary text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. analyzes the relationships among individuals, events, ideas, and concepts in an informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how features and structures of text across genres affect comprehension |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies structural elements of literature across genres (e.g., casts of characters and stage directions in drama, rhyme and meter in poetry) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. uses text features (e.g., sidebars, hyperlinks, images) to locate information in a print or digital informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies organizational structures of informational (e.g., cause/effect, problem/ solution, comparison) and literary text (e.g., exposition, rising action, climax, resolution) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies how structural elements (e.g., header, graphs, images) contribute to the development of informational and literary text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the concept of point of  view using evidence from the text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies author’s point of view in various genres and supports conclusions with evidence from the text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. compares multiple points of view about the same event or topic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies how point of view affects the overall structure of a literary or informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to integrate and compare written, visual, and oral information from texts and multimedia sources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. explains how visual and oral elements enhance the meaning and effect of a literary text (e.g., picture book, graphic novel, multimedia presentation) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. compares the written version of a literary text with an oral, staged, or digital version |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. compares two or more texts (literary and/ or informational) that address the same theme or topic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. interprets visual and multimedia elements in literary and informational texts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the role of text complexity in reading development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. explains the factors that contribute to text complexity (e.g., vocabulary, sentence complexity, images) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies and uses multiple text-leveling systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. selects appropriate texts for readers at various levels |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Writing** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the developmental stages of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies a developmentally appropriate continuum of writing (e.g., drawing, scribbling, combining strings of letters) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. recognizes strategies to support the development of emergent writing (e.g., copying print, understanding how print conveys a message) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies the developmentally appropriate continuum of spelling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies organizational structures of informational (e.g., cause/effect, problem/ solution, comparison) and literary text (e.g., exposition, rising action, climax, resolution) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the characteristics of common types of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. distinguishes among common types of writing (e.g., persuasive, informative/explanatory, narrative) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies the purpose, key components, and subgenres (e.g., advertisements, recipes, narrative poems) of each common type of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. evaluates the effectiveness of writing samples of each type |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the authoring cycle of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies steps of the authoring cycle (e.g. brainstorming, outlining, publishing) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies the interrelationships among planning, revising, and editing in the process of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the characteristics of effective writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. evaluates the appropriateness of a particular piece of writing for a specific task, purpose, or audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. evaluates the development, organization, or style of a piece of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies appropriate revisions to strengthen a sample of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. recognizes writing that is clear and coherent and understands its elements (e.g. support, conclusion, sequence) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the purpose of digital media literacy for production and distribution of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies the characteristics and purposes of a variety of digital tools for producing and publishing writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. selects the appropriate digital tools for a specific purpose and audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the research process that builds knowledge about a topic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies the steps in the research process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. distinguishes between primary and secondary sources and their uses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. distinguishes between paraphrasing and plagiarizing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. knows how to locate credible print and digital sources, locate information within the sources, and cite the sources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Speaking and Listening** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the characteristics of effective collaborative discussions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies techniques to communicate for a variety of purposes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies the characteristics of active listening |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. knows strategies for promoting conversations (e.g., types of questions, modeling metacognition, providing opportunities) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the characteristics of engaging oral presentations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies elements of engaging oral presentations (e.g., volume, articulation, awareness of audience, eye contact) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. differentiates between formal and informal language use (e.g., code switching) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies the characteristics of being a respectful audience member |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Language** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the conventions of Standard English grammar, usage, mechanics, and spelling. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. explains the function of different parts of speech and spelling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. corrects errors in usage, mechanics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies examples of different sentence types (e.g., simple, compound, compound- complex) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies how varieties of English (e.g., dialects, registers) used in stories, dramas, or poems support the overall meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to determine the meaning 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 types of figurative language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. interprets figurative language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. analyzes the relationship between word choice and tone in a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. uses images and texts to determine the meaning of unknown words and phrases |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands characteristics of conversational, academic, and domain-specific language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. differentiates among types of vocabulary (e.g., common words, multiple meaning words, content-specific words) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identifies relevant features of language such as word choice, word order, and punctuation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Social Studies (33%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Community, Culture, and Identity** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the components of community and how they interact |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the process of exploring, identifying, and analyzing identity, individual development, and relationships to others (e.g., self-concept, self-awareness, and self-regulation and how they develop) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how institutions (e.g., religious, academic, government) influence individual identity, relationships, beliefs, and behaviors |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the components of culture and why the study of culture is important |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands ways in which families, groups, societies, and cultures address similar human wants, needs, and concerns |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands ways in which cultural perspectives shape experiences and perceptions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the influence of language, literature, music, and artistic creations as expressions of culture and people |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands ways in which people from different cultures perceive and interact with the physical environment and social conditions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the concepts of unity and diversity within and across groups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the concepts of interdependence and intradependence between and among cultural groups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. People, Places, and Environments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands spatial thinking, geographic perspectives, and the relationship between human beings and their environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands geographic concepts (e.g., region, measurement, directional terms, landmarks, distance, location) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands geographic literacy skills (e.g., the construction and use of maps, graphs, charts, and technology) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the physical and human-made characteristics of different places and how they affect human behavior and experience (e.g., rain forest, desert, urban and rural communities) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Time, Continuity, and Change** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows ways in which human beings seek to understand their historical roots and to locate themselves in time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands chronological thinking skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to analyze historical data (e.g., time lines, maps, graphs, and tables) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Civics and Government** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the importance of civic participation and how people create and change structures of power, authority, and governance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands key civics concepts (e.g., human dignity, justice, equality, equity, tolerance, rule of law, citizenship, voting) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands civic participation in the context of classroom, community, nation, and world (e.g., raising an issue, making an informed decision, considering other perspectives, balancing individual and group needs, students’ right to vote and participate in decision making) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |