| **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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| **Tasks of Teaching English Language Arts (ELA)** |  |  |  |  |  |
| This list includes tasks that are essential for effective teaching of elementary reading and language arts. |  |  |  |  |  |
| **Planning and Facilitating Instruction** |  |  |  |  |  |
| 1. Evaluating texts, examples, and graphic representations for their support of particular ELA instructional goals |  |  |  |  |  |
| 2. Creating and modifying texts, examples, and graphic representations to support particular ELA instructional goals, including differentiation for particular learners |  |  |  |  |  |
| 3. Analyzing language and language systems |  |  |  |  |  |
| 4. Explaining, defining, and demonstrating ELA processes and concepts for students |  |  |  |  |  |
| 5. Facilitating class discussions and conversations with individual students to elicit or develop their thinking about particular ELA content |  |  |  |  |  |
| 6. Evaluating instructional strategies and activities to elicit, develop, or assess students’ thinking about particular ELA content or to develop or assess their facility with particular ELA processes |  |  |  |  |  |
| **Analyzing Student Learning** |  |  |  |  |  |
| 7. Evaluating student reading, writing, speaking, and listening to identify specific strengths and/or areas for improvement or instructional focus |  |  |  |  |  |
| 8. Evaluating student reading, writing, speaking, or listening to classify students’ level of literacy development |  |  |  |  |  |
| 9. Analyzing student reading, writing, speaking, or listening to identify patterns of thinking, cuing systems, misconceptions, and partial conceptions |  |  |  |  |  |
| 10. Responding to student reading, writing, speaking, or listening to target the particular content issue in need of attention |  |  |  |  |  |
| **Content Topics** |  |  |  |  |  |
| This list details the reading and language arts topics critical for elementary students to master. |  |  |  |  |  |
| I. **Foundational Literacy Skills (30%)** |  |  |  |  |  |
| **A. Print Concepts** |  |  |  |  |  |
| Understands features of print |  |  |  |  |  |
| 1. Demonstrates knowledge that written words communicate a message, words are separated by spaces, text is written in a particular direction, and sentences have distinguishing features (e.g., capitalization and punctuation) |  |  |  |  |  |
| 2. Differentiates between the pictures and the printed words on a page |  |  |  |  |  |
| **B. Alphabetic Principle** |  |  |  |  |  |
| Understands that print is a representation of sound in spoken words |  |  |  |  |  |
| 1. Identifies the alphabet’s uppercase and lowercase letter names, letter shapes, and corresponding sounds |  |  |  |  |  |
| 2. Demonstrates understanding that the individual phonemes (the smallest units of sound) they hear in words are represented by graphemes (the alphabetic letters) and that those letter-sound |  |  |  |  |  |
| **C. Phonological Awareness** |  |  |  |  |  |
| Understands that words are made up of sound |  |  |  |  |  |
| 1. Demonstrates understanding that speech is composed of various phonological units that vary in size (from phonemes to morphemes and from syllables to words) |  |  |  |  |  |
| 2. Detects and manipulates speech sounds at four levels: |  |  |  |  |  |
| a. parts of compound words (e.g., cow-boy) |  |  |  |  |  |
| b. syllables |  |  |  |  |  |
| c. onset-rime (onset = beginning sound, e.g., /b/ in “ball”; rime = the vowel and everything after it, e.g., /all/) |  |  |  |  |  |
| d. phonemes (e.g., /b/, /a/, /t/) |  |  |  |  |  |
| **D. Phonics and Word Recognition** |  |  |  |  |  |
| Understands how to decode unfamiliar words using grade-appropriate phonics and word-analysis skills |  |  |  |  |  |
| 1. Pronounces unfamiliar words by systematically applying knowledge of letter-sound correspondences and orthographic patterns and by making word analogies (e.g., “bolt” sounds like “colt” but starts with /b/) |  |  |  |  |  |
| 2. Accurately reads multisyllabic words in and out of context by breaking words into syllables, identifying affixes (i.e., prefixes and suffixes), and using strategies such as word analogy |  |  |  |  |  |
| 3. Identifies grade-appropriate, high-frequency words by sight |  |  |  |  |  |
| **E. Fluency** |  |  |  |  |  |
| Understands how to read text orally and silently with accuracy and automaticity for text comprehension |  |  |  |  |  |
| 1. Reads grade-level text with accuracy, at an appropriate rate, and with prosody (i.e., resembling natural speech in stress, pitch, phrasing, intonation, and timing) |  |  |  |  |  |
| 2. Uses context to confirm or self-correct for word recognition and understanding, rereading words and phrases when necessary |  |  |  |  |  |
| 3. Demonstrates sufficient stamina to finish a reading task |  |  |  |  |  |
| II. **Language (15%)** |  |  |  |  |  |
| **A. Conventions of Standard Academic English** |  |  |  |  |  |
| Knows the academic English—including grammar, capitalization, punctuation, and spelling—that characterizes both oral discourse and a wide range of texts (in addition to having competence in a first language and/or dialect) |  |  |  |  |  |
| 1. Applies knowledge of the structural rules that govern clauses, phrases, and words, which include conventional use of word tense, parts of speech (e.g., nouns, verbs, and adjectives), subject-verb agreement, and correlative conjunctions (e.g., “either/or” and “neither/nor”) |  |  |  |  |  |
| 2. Follows capitalization and punctuation conventions, including capitalization of words in titles, appropriate use of commas, and use of underlining, quotation marks, or italics to indicate titles of works |  |  |  |  |  |
| 3. Produces simple, compound, and complex sentences |  |  |  |  |  |
| 4. Spells grade-appropriate, irregularly spelled words by applying conventional knowledge of alphabetic spelling, common orthographic patterns, syllables and affixes, and derivational suffixes (e.g., “compete” versus “competition”) |  |  |  |  |  |
| **B. Vocabulary** |  |  |  |  |  |
| Comprehensively understands a wide variety of words, as shown through listening, speaking, reading, and writing |  |  |  |  |  |
| 1. Demonstrates knowledge of the denotative meanings and the uses of academic words, domain-specific vocabulary, and words central to understanding and writing about topics being studied and demonstrates knowledge of the connotative meanings represented through figurative and idiomatic language |  |  |  |  |  |
| 2. Takes an active role in analyzing and determining the meanings of unfamiliar words or new uses of familiar words by using key strategies to aid in pronunciation, meaning making, and word usage |  |  |  |  |  |
| a. clarifies the meaning of an unknown word through context clues, using knowledge of words parts (e.g., affixes and roots) |  |  |  |  |  |
| b. makes word associations (e.g., antonyms/synonyms and cognates) and utilizes external resources (e.g., dictionaries and knowledge of peers) |  |  |  |  |  |
| **C. Forms and Functions of Language** |  |  |  |  |  |
| Understands how language and its conventions affect meaning; this understanding supports comprehension (reading and listening) and making effective choices for meaning and style in speaking and writing |  |  |  |  |  |
| 1. Discerns the appropriate level of formal language use across various contexts and analyzes the use of English dialects and registers within and across texts |  |  |  |  |  |
| 2. Reaches beyond conventional appropriateness in speaking and writing and selects words, phrases, and punctuation for effect and precision |  |  |  |  |  |
| 3. Makes choices about how to expand, reduce, and combine sentences in order to infuse writing with meaning, interest, and style |  |  |  |  |  |
| **III. Constructing Meaning (55%)** |  |  |  |  |  |
| **A. Key Ideas and Details** |  |  |  |  |  |
| Understands how to read closely to determine what a text says explicitly, to make logical inferences, and to cite specific textual evidence in support of conclusions |  |  |  |  |  |
| 1. Asks and answers questions to demonstrate understanding of a text and refers to the text to support answers |  |  |  |  |  |
| 2. Determines central ideas or themes in a text and summarizes/paraphrases the key supporting details, evidence, and ideas |  |  |  |  |  |
| 3. Recounts stories, determining a central message, lesson, or moral and explains how those elements are supported by key details from the text |  |  |  |  |  |
| 4. Identifies relationships within a text between characters/individuals, settings, events, ideas, or concepts based on specific text information, such as through determining a connection between a theme and a series of events or understanding how characters respond to challenges differently |  |  |  |  |  |
| **B. Author’s Craft and Text Structure** |  |  |  |  |  |
| Knows about the language of written texts as a matter of craft |  |  |  |  |  |
| 1. Analyzes how printed language (such as specific word choice) is used to convey meaning and tone |  |  |  |  |  |
| 2. Describes the overall structure of a text (e.g., cause/effect, problem/solution, and sequence), including how parts of a text (e.g., paragraphs, chapters, scenes, and stanzas) relate to one another |  |  |  |  |  |
| 3. Uses text features (e.g., captions, tables of contents, and diagrams) to locate relevant information efficiently and to support comprehension of a text |  |  |  |  |  |
| 4. Analyzes craft and structure across texts (e.g., in narrative texts, by comparing how authors convey point of view differently for the same event or topic or, in informational texts, by comparing how authors convey the structure of an argument) |  |  |  |  |  |
| **C. Integration and Application of Knowledge** |  |  |  |  |  |
| Knows how to integrate and evaluate information and ideas across various texts, formats, and media |  |  |  |  |  |
| 1. Understands and critiques the validity of arguments, evaluates the validity of reasoning and the relevance and sufficiency of evidence, and identifies the relationship between evidence and reasoning and a claim |  |  |  |  |  |
| 2. Integrates information across multiple texts in order to synthesize it, compare different author approaches or ideas, or analyze how various formats contribute to meaning, tone, or beauty of text |  |  |  |  |  |
| 3. Applies information and ideas to new contexts and problems and integrates information in order to write or speak about a subject knowledgeably |  |  |  |  |  |
| 4. Tells how illustrations and other visual representations within a text support reader understanding |  |  |  |  |  |
| **D. Text Types** |  |  |  |  |  |
| Knows about different text types (e.g., narrative genres, procedural genres, and persuasive genres) and the conventional structures for organizing texts that are related to unique purposes |  |  |  |  |  |
| 1. Demonstrates knowledge of typical elements of different genres (e.g., narrator, dialogue, description, quotations, concrete facts and details, and examples) |  |  |  |  |  |
| 2. Uses transitional words, phrases, and clauses to link ideas (e.g., “first,” “next,” “then”; “consequently”; and “specifically”) across all text types |  |  |  |  |  |
| 3. Uses text structures (e.g., cause/effect, problem/solution, and sequence) for different purposes |  |  |  |  |  |
| 4. Uses formats for introducing, sequencing, and concluding all types of texts |  |  |  |  |  |
| 5. Writes narratives that communicate real or imagined experiences or events using techniques such as sensory and descriptive details and clear event sequencing through a narrator, dialogue, and description |  |  |  |  |  |
| 6. Writes expository texts with a clear introduction to the topic and with supporting facts and concrete details logically grouped and organized |  |  |  |  |  |
| **E. Production of Written Texts** |  |  |  |  |  |
| Knows how to produce effective writing |  |  |  |  |  |
| 1. Produces clear and coherent writing by adapting the organization and style of written information to the audience, task, and purpose |  |  |  |  |  |
| 2. Takes a piece of written work through the stages of the writing process (e.g., planning, drafting, revising) and produces first-draft, on-demand, and extended writing |  |  |  |  |  |
| **F. Research to Build and Present Knowledge** |  |  |  |  |  |
| Knows how to conduct research to gather relevant information associated with a question, topic, or other form of inquiry |  |  |  |  |  |
| 1. Locates, selects, gathers, recalls, categorizes, and possibly reorganizes relevant information from different text types to support analysis |  |  |  |  |  |
| 2. Analyzes and reflects on evidence found in narrative texts (e.g., by comparing and contrasting characters, settings, and events) and in informational texts (e.g., by explaining how an author uses reasons and evidence to support particular points and by identifying the corresponding reasons and evidence) |  |  |  |  |  |
| 3. Determines the credibility, accuracy, and biases of sources |  |  |  |  |  |
| **G. Discussion and Collaboration** |  |  |  |  |  |
| Knows how to prepare for and participate in a range of conversations and collaborations with diverse partners in a variety of contexts |  |  |  |  |  |
| 1. Uses social knowledge of discourse conventions to communicate clearly and persuasively |  |  |  |  |  |
| a. knows how to enter and hold a conversation (e.g., through taking turns, acknowledging others’ comments, clarifying information, and building on others’ ideas) |  |  |  |  |  |
| b. knows how to be considerate and respectful of others |  |  |  |  |  |
| 2. Utilizes group discussions to build knowledge and comprehension |  |  |  |  |  |
| 3. Asks and answers questions to seek help, gather additional information, or gain a deeper understanding |  |  |  |  |  |
| 4. Paraphrases and summarizes a text or speaker’s main points, reasons, and evidence |  |  |  |  |  |
| 5. Expresses ideas and feelings and builds on the ideas of others clearly and persuasively |  |  |  |  |  |
| 6. Integrates and evaluates information by posing and responding to discussion questions and by explaining how evidence, reasoning, and point of view are connected to another’s claim |  |  |  |  |  |
| 7. Regulates interpretation of texts or sources of information by reflecting on and evaluating others’ perspectives |  |  |  |  |  |
| **H. Presentation of Knowledge and Ideas** |  |  |  |  |  |
| Knows how to organize and present information in a style appropriate for the audience and purpose |  |  |  |  |  |
| 1. Sequences ideas logically |  |  |  |  |  |
| 2. Uses appropriate facts and relevant descriptive details to support main ideas |  |  |  |  |  |
| 3. Establishes a line of reasoning and organization |  |  |  |  |  |
| 4. Speaks clearly and at an understandable pace |  |  |  |  |  |
| 5. Adopts a speaking style, register, and dialect appropriate for the given context |  |  |  |  |  |
| 6. Uses digital and visual media displays strategically to enhance expression and comprehensibility of ideas |  |  |  |  |  |