| **Required Course Numbers** |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Reading (38%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Literature** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows major works and authors of United States, British, World (including non-Western), and young adult literature |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identify the authors and titles of major works of fiction, poetry, drama, and literary nonfiction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the historical, cultural, and literary contexts of major works and authors of United States, British, and World literature |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identify the historical or literary context of major works of fiction, poetry, drama, and literary nonfiction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the defining characteristics of primary literary genres |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identify typical characteristics of a genre |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. apply correct terminology for a genre (e.g., stanza versus paragraph) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows the defining characteristics of major forms within each primary literary genre (e.g., poetry: ballad, haiku) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identify characteristics of major forms within each genre through distinctions in structure and content (e.g., sonnets versus ballads, satire versus realism) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands how textual evidence supports interpretations of a literary text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. comprehend the literal and figurative meanings of a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. draw inferences from a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. determine the textual evidence that supports an analysis of a literary text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Understands how authors develop themes in a variety of genres |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identify the theme(s) or central idea(s) of a given text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. analyze how a theme or central idea is developed throughout one or more works |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. recognize universal themes from myths, traditional stories, or religious works and how they are rendered or alluded to in literary works |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Understands how literary elements (e.g., characterization, setting, tone) contribute to the meaning of a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. analyze the impact of differences in the points of view of characters and/or narrators |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. analyze the structure of a plot |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. analyze how different elements contribute to mood, tone, and conflict |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. analyze how particular lines of dialogue or story events impact meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. analyze the text for character development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Understands how figurative language contributes to the effect of a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identify examples of various types of figurative language (e.g., extended metaphor, imagery, hyperbole) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. interpret figurative language in context and analyze its role in the text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Understands how poetic devices and structure contribute to the effect of a poem |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. analyze how poetic devices (e.g., rhyme scheme, rhythm, figurative language) contribute to meaning in a poem |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. analyze how structure (e.g., stanza, free verse, concrete poem) contributes to meaning in a poem |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Understands how reading strategies (e.g., making predictions, making connections, summarizing) support comprehension |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identify literacy skills to support active reading (e.g., text-to-self connection, prediction, summarizing) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluate a summary of a passage |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. evaluate the strength of a prediction based on textual evidence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Knows commonly used research-based strategies for reading instruction (e.g., activating prior knowledge, modeling metacognitive practices, active reading) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognize commonly used research-based strategies for teaching reading (e.g., activating prior knowledge, modeling metacognitive practices) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluate the effectiveness of specific strategies to support a particular reading task |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. interpret research and apply it to particular reading instruction challenges |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Is familiar with various literary theories (e.g., reader-response, feminist criticism) for interpreting and critiquing literary texts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognize ways literary theories are used to interpret and critique texts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Informational Texts and Rhetoric** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how textual evidence supports interpretations of an informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. comprehend literal and figurative meanings of an informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. draw inferences from an informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. determine the textual evidence that supports an analysis of an informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands how a variety of organizational patterns and text structures can be used to develop a central idea in informational texts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identify the central idea of an informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. analyze how an author develops or refines a central idea in an informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. identify the organizational pattern of an informational text (e.g., problem-solution, cause-effect, sequence order) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. analyze how ideas are connected and distinguished from one another in an informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. identify how text features (e.g., index, glossary, headings, footnotes, visuals) contribute to the central idea of an informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands how word choice contributes to the effect of an informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. distinguish between connotation and denotation in an informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identify how technical language is used in an informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. distinguish between what the text says explicitly and what may be inferred from the text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands rhetorical strategies that authors use to convey purpose and perspective in informational texts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. determine an author’s point of view or purpose in an informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. analyze how an author uses rhetoric to support point of view and/or purpose in an informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. recognize rhetorical strategies (e.g., satire, irony, understatement, hyperbole) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands methods that authors use to appeal to a specific audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identify methods of appeal or persuasion (e.g., expert opinion, generalization, testimonial) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluate the effectiveness of an author’s methods of appeal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. understand how technical or non-technical language is used to appeal to a targeted audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Understands how authors develop and support a written argument |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. evaluate the argument and specific claims in a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. determine an author’s purpose and evaluate an author’s reasoning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. evaluate whether evidence is relevant, factual, and/or sufficient |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. identify false statements and fallacious reasoning, (e.g., slippery slope, red herring, straw man, post hoc ergo propter hoc) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows how to interpret media and non-print texts and how they influence an audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. evaluate multiple sources of information presented in different media or formats |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. determine persuasive techniques used in different media |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Language Use and Vocabulary (25%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the conventions of standard English grammar, usage, syntax, and mechanics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. explain the function of the different parts of speech |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identify errors in standard English grammar, usage, syntax, and mechanics (e.g., inconsistent verb tense, non-parallel structure, sentence fragments, run-ons) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. justify grammar, usage, syntax, and mechanics choices (e.g., colon versus semicolon, its versus it’s, saw versus seen, etc.) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. identify different components of sentences (e.g., clauses, phrases) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. identify different structures of sentences (e.g., simple, complex, compound) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the use of affixes, context, and syntax to determine word meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. apply knowledge of affixes to determine word meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. use context clues to determine word meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. apply knowledge of syntax to determine word meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. analyze nuances of word meaning and figures of speech |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the use of print and digital reference materials to support and enhance language usage |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. determine the most appropriate print or digital reference material (spell checker, style manual, dictionary, glossary) for a particular language usage task |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is familiar with variations in dialect and diction across regions, cultural groups, and time periods |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identify variation in dialect and diction across regions, cultural groups, and time periods |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. understand the concept of dialect and its appropriateness depending on purpose and audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognize examples of commonly used research-based strategies for language acquisition and vocabulary development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluate the effectiveness of specific strategies to support language acquisition and vocabulary development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. interpret research and apply it to particular instructional challenges related to language acquisition and vocabulary development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Writing, Speaking, and Listening (37%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the distinct characteristics of various modes of writing (e.g., informative, argumentative) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. distinguish between common modes of writing (e.g., argumentative, informative/explanatory, narrative) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identify examples of common types within modes of writing (e.g., journal, letter, essay, speech, blog) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. determine which mode is the most appropriate for an author’s purpose and audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands how awareness of task, purpose, and audience contribute to effective writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identify how the task, purpose, or intended audience affects a piece of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. choose the most appropriate type of writing for a task, purpose, and audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. evaluate the effectiveness of a piece of writing for a specific task, purpose, and audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the characteristics of clear and coherent writing (e.g., supporting details, organization, conventions) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identify details that develop a main idea |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. organize a text clearly and coherently |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. use varied and effective transitions throughout a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. justify stylistic choices within a clear and coherent piece of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. introduce, develop, and conclude a text effectively |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands effective and ethical research practices, including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources accurately |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identify relevant information during research on a given topic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluate the credibility of a print or digital source |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. identify effective research practices (e.g., formulating a question, narrowing or broadening a topic, choosing effective sources) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. identify the components of a citation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. cite source material appropriately |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. integrate information from source material to maintain the flow of ideas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands components of effective speech and presentation delivery |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identify characteristics of effective delivery of a speech or presentation (e.g., eye contact, visual aids, tone) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluate the advantages and disadvantages of using different media to present ideas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. determine whether information is presented clearly, concisely, and logically |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows approaches for instructing students on the effective use of digital media to support and enhance communication |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identify techniques for instructing students to choose and use technological tools (e.g., presentation software, blogs, wikis) for effective communication |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluate the effectiveness of specific technology-based strategies to achieve enhanced understanding of communication goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Understands commonly used research-based approaches to teaching components of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognize commonly used research-based strategies (e.g., writing workshop, modeling) for teaching components of the writing process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identify research-based strategies for teaching particular writing tasks |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. interpret research and apply it to particular writing instruction challenges |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Understands purposes and methods of assessing reading, writing, speaking, and listening |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognize a variety of research-based 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) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluate the effectiveness of a variety of research-based 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) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Understands the components of effective oral communication in a variety of settings (e.g., one-on-one, in groups) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identify a variety of techniques (e.g., selecting age-appropriate topics, facilitating appropriate discussion behavior, ensuring accountability) to ensure productive participation and active listening in collaborative discussions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluate the effectiveness of specific strategies for students initiating and participating effectively in discussions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Knows that students bring various perspectives, cultures, and backgrounds to reading, writing, listening, and speaking, and how to incorporate that awareness into classroom instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. use knowledge of students’ individual and group identities to plan instruction responsive to their needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. know strategies for creating a safe environment for reading, writing, speaking, and listening to take place |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |