| **Required Course Numbers** |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Reading (47%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Foundational Skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the role of phonological awareness in literacy development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the importance of phonological awareness as a foundational skill for literacy development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies and provides examples of phonemes, syllables, onsets, and rimes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Identifies and provides examples of blending, segmenting, substituting, and deleting phonemes, syllables, onsets, rimes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the role of phonics and word analysis in literacy development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the importance of phonics andword analysis in literacy development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Distinguishes among common letter-soundcorrespondences and spelling conventions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Distinguishes high-frequency sight wordsfrom decodable words appropriate forparticular grades |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Identifies roots and affixes to decodeunfamiliar words |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Recognizes various stages of languageacquisition (e.g., WIDA taxonomy) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Delineates common phonics and word-recognitionapproaches for ELLs (pedagogy) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Differentiates syllabication patterns (e.g.,open, closed, CVe) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the role of fluency in literacydevelopment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines fluency and related terms (e.g.,accuracy, rate, prosody) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains the impact of fluency oncomprehension |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Literature and Informational Texts** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to use key ideas and detailsto comprehend literature and informationaltext |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies the key details, moral, and/ortheme of a literary text, citing specifictextual evidence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies the key details and/or centralidea of an informational text, citingspecific textual evidence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Makes inferences from a text and supportsthem with appropriate evidence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Summarizes information from a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Analyzes the characters, setting, and plotof a literary text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Analyzes the relationships amongindividuals, events, ideas, and concepts inan informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands how to use key ideas and detailsto comprehend literature and informationaltext |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies structural elements of literatureacross genres (e.g., casts of characters andstage directions in drama, rhyme andmeter in poetry) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Uses text features (e.g., headings, sidebars,hyperlinks) to locate information in a printor digital informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Identifies organizational structures ofinformational text (e.g., cause/effect,problem/solution) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Identifies how structural elementscontribute to the development of aliterary text as a whole |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the concept of point of viewusing evidence from the text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies author’s point of view in variousgenres and supports conclusions withevidence from the text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Compares multiple accounts of the sameevent or topic to identify similarities ordifferences in point of view |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Identifies how point of view impacts theoverall structure of a literary orinformational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.. Understands how to integrate and comparewritten, visual, and oral information from textsand multimedia sources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains how visual and oral elementsenhance the meaning and effect of aliterary text (e.g., picture book, graphicnovel, multimedia presentation of afolktale) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Compares the written version of a literarytext with an oral, staged, or filmed version |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Compares two or more literary texts thataddress the same theme |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Compares two or more informational textsthat address the same topic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Interprets visual and multimedia elementsin literary and informational texts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Evaluates key claims in a text and supportsthem with reasons and evidence from thetext |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows the role of text complexity in reading development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the three factors (i.e., quantitative,qualitative, and reader and task) thatmeasure text complexity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies features of text-leveling systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Writing, Speaking, and Listening (53%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Writing** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the characteristics of commontypes of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Distinguishes among common types ofwriting (e.g., opinion/argument,informative/explanatory, narrative) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies the purpose, key components,and subgenres (e.g., speeches,advertisements, narrative poems) of eachcommon type of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Evaluates the effectiveness of writingsamples of each type |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the characteristics of effectivewriting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Evaluates the appropriateness of aparticular piece of writing for a specifictask, purpose, and audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Evaluates the development, organization,or style of a piece of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Identifies appropriate revisions tostrengthen a piece of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Writes clearly and coherently |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Identifies the interrelationships amongplanning, revising, and editing in theprocess of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows the developmental stages of writing(e.g., picture, scribble) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies the grade-appropriatecontinuum of student writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows the importance of digital tools forproducing and publishing writing and forinteracting with others |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies the characteristics and purposesof a variety of digital tools for producingand publishing writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies the purposes of a variety ofdigital tools for interacting with others |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows the research process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies the steps in the research process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Distinguishes between primary andsecondary sources and their uses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Distinguishes between reliable andunreliable sources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Distinguishes between paraphrasing andplagiarizing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Knows how to locate credible print anddigital sources, locate information withinthe sources, and cite the sources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Language** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the conventions of standard Englishgrammar, usage, mechanics, and spellingwhen writing, speaking, reading, and listening |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the function of different parts ofspeech |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Corrects errors in usage, mechanics, andspelling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Identifies examples of different sentencetypes (e.g., simple, compound,compound-complex) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Identify how varieties of English (e.g.,dialects, registers) used in stories, dramas,or poems support the overall meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands how to determine the meaningof words and phrases |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Determines the literal meaning ofunknown words and phrases fromcontext, syntax, and/or knowledge ofroots and affixes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies types of figurative language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Interprets figurative language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Analyzes the relationship between wordchoice and tone in a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands characteristics of conversational,academic, and domain-specific language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Differentiates among the three tiers ofvocabulary |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies relevant features of languagesuch as word choice, order, andpunctuation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Speaking and Listening** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the characteristics of effectivecollaboration to promote comprehension |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies techniques to communicate fora variety of purposes with diverse partners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies the characteristics of activelistening |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the characteristics of engaging oralpresentations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies elements of engaging oralpresentations (e.g., volume, articulation,awareness of audience) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |