| **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** |
| --- | --- | --- | --- | --- | --- |
| **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 |  |  |  |  |  |