

Elementary Education: Curriculum, Instruction, and Assessment (5017) Match to Common Core State Standards

Knowledge and skills assessed by Reading and Language Arts questions are designated by their outline numbering in the test content specifications that appear on page 2. For example, IB1a is I Reading and Language Arts / B Instruction / 1 Reading Foundational Skills / a Knows how to develop students' understanding of concepts of print.

Common Core ELA Strand	Grade Level					
	K	1	2	3	4	5
Reading: Foundational Skills (RF)	IB1a, IB1b, IB1c, IB1d	IB1a, IB1b, IB1c, IB1d	IB1c, IB1d	IB1c, IB1d	IB1c, IB1d	IB1c, IB1d
Reading: Literature (RL)	IB2a, IB2b, IB2c, IB2d, IB2g, IB2h, IB2i	IB2a, IB2b, IB2c, IB2d, IB2e, IB2g, IB2h, IB2i	IB2a, IB2b, IB2c, IB2d, IB2e, IB2g, IB2h, IB2i	IB2a, IB2b, IB2c, IB2d, IB2e, IB2g, IB2h, IB2i	IB2a, IB2b, IB2c, IB2d, IB2e, IB2g, IB2h, IB2i	IB2a, IB2b, IB2c, IB2d, IB2e, IB2g, IB2h, IB2i
Reading: Informational Text (RI)	IB2a, IB2b, IB2c, IB2d, IB2e, IB2f, IB2g, IB2h, IB2i	IB2a, IB2b, IB2c, IB2d, IB2e, IB2f, IB2g, IB2h, IB2i	IB2a, IB2b, IB2c, IB2d, IB2e, IB2f, IB2g, IB2h, IB2i	IB2a, IB2b, IB2c, IB2d, IB2e, IB2f, IB2g, IB2h, IB2i	IB2a, IB2b, IB2c, IB2d, IB2e, IB2f, IB2g, IB2h, IB2i	IB2a, IB2b, IB2c, IB2d, IB2e, IB2f, IB2g, IB2h, IB2i
Writing (W)	IB3a, IB3b, IB3c, IB3d	IB3a, IB3b, IB3c, IB3d	IB3a, IB3b, IB3c, IB3d	IB3a, IB3b, IB3c, IB3d	IB3a, IB3b, IB3c, IB3d	IB3a, IB3b, IB3c, IB3d
Language (L)	IB4a, IB4b	IB4a, IB4b	IB4a, IB4b	IB4a, IB4b, IB4c	IB4a, IB4b, IB4c	IB4a, IB4b, IB4c
Speaking and Listening (SL)	IB5a, IB5b	IB5a, IB5b	IB5a, IB5b, IB5c	IB5a, IB5b, IB5c	IB5a, IB5b, IB5c	IB5a, IB5b, IB5c
Reading: History/Social Studies (RH)						
Reading: Science and Technical Subjects (RST)						
Writing: History/Social Studies, Science, and Technical Subjects (WHST)						

Key

- A vacant cell indicates that there are no CCSS Standards at that grade level in that Strand.
- A dash (—) indicates that the test does not have content specifications matching the Strand.

I. Reading and Language Arts Curriculum, Instruction, and Assessment

A. Curriculum: A beginning teacher understands developmentally appropriate curriculum planning for foundational skills, literature and informational texts, writing, language, and speaking and listening.

1. Knows how to sequence lessons within a curriculum
2. Knows how to plan for strategies to advance student understanding and to address common student misconceptions
3. Knows how to make connections within reading and language arts topics, across other disciplines, and in real-world contexts

B. Instruction: A beginning teacher understands how to design instruction that differentiates for diverse needs and how to implement developmentally appropriate instructional methods/strategies/approaches/resources to support learning in the following areas.

1. Reading Foundational Skills
 - a. Knows how to develop students' understanding of concepts of print
 - b. Knows strategies to develop students' phonological awareness skills (e.g., finger spelling, clapping syllables, picture sorting)
 - c. Knows strategies to develop phonic and word-analysis skills to support decoding (e.g., morphology, syllabication, word building, word/letter sorts, high-frequency words)
 - d. Knows strategies to develop students' fluency to support comprehension (e.g., selecting appropriate texts, modeling fluent reading, choral reading, repeated reading)
2. Reading literature and informational texts
 - a. Knows how to develop students' ability to comprehend literature and informational text
 - b. Knows strategies for teaching students to ask and answer questions about texts
 - c. Knows strategies and tools for teaching students to find and organize key details and main ideas and themes in a text (e.g., plays, think-alouds, graphic organizers)
 - d. Knows how to develop students' understanding of features and structures of text across genres
 - e. Knows how to develop students' understanding of point of view and how it influences the meaning of texts
 - f. Knows how to develop students' ability to distinguish among fact, opinion, and reasoned judgment
 - g. Knows how to help students integrate and compare written, visual, and oral information within and among texts and multimedia sources
 - h. Knows strategies (e.g., think-alouds, examples) to help students understand how meaning is relayed through the use of print, graphics, and digital media
 - i. Knows strategies and tools to help students compare and contrast texts and/or integrate information from multiple texts on the same topic

- j. Explains how signal words can be used to clarify connections between key ideas in texts
- k. Knows strategies to help students select appropriate texts for their reading level, purpose, and interests
- l. Knows scaffolding strategies to support students' progress toward independent proficient reading at the high end of their text-complexity band (e.g., providing access to grade-level texts, purposeful grouping, close reading)

3. Writing

- a. Knows how to develop students' writing skills by using effective approaches to writing instruction and appropriate strategies and tools
- b. Knows how to develop students' knowledge of opinion/argument, informative/explanatory, and narrative writing and their purposes
- c. Knows how to help students develop research-based writing skills, cite relevant textual evidence, frame research questions, and use digital tools in the writing process
- d. Knows strategies to help students distinguish between primary and secondary sources, reliable and unreliable sources, and paraphrasing and plagiarizing

4. Language

- a. Knows strategies to develop students' understanding of standard English conventions
- b. Knows strategies to develop students' ability to determine word meanings and develop vocabularies
- c. Knows resources to develop students' ability to use and interpret figurative language

5. Speaking and Listening

- a. Knows strategies to develop students' active listening, critical thinking, and use of reasons and evidence to support claims when speaking
- b. Knows strategies to develop students' oral presentation skills and to develop students' skill in providing constructive feedback
- c. Knows strategies to promote students' use of multimedia for presentations

C. Assessment: A beginning teacher knows appropriate assessments for evaluating the effectiveness of reading and language arts instruction and student progress.

1. Knows how to design and use formative assessments to adjust instruction
2. Knows how to design, use, and interpret summative assessments
3. Knows how to recognize when misconceptions occur and strategies for reteaching
4. Knows how to select and use appropriate assessments (e.g., observations, traditional, standardized) to evaluate student learning

