## English Language, Literature, and Composition: Content and Analysis (0044/5044) Match to Common Core State Standards

Knowledge and skills assessed are designated by their outline numbering in the test content specifications that appear on page 2. For example, III.A1 is III Analysis / A Interpreting Literature / 1 Analyzing the central idea and key literary elements of a poetry or prose ...

<table>
<thead>
<tr>
<th>Common Core ELA Strand</th>
<th>Grade Level</th>
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<tr>
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<td>6</td>
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<tr>
<td>Reading: Foundational Skills (RF)</td>
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<tr>
<td>Reading: Literature (RL)</td>
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<td>Reading: Informational Text (RI)</td>
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<td>Writing (W)</td>
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<td>Speaking and Listening (SL)</td>
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<td>Language (L)</td>
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<td>Reading: History/Social Studies (RH)</td>
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<tr>
<td>Reading: Science and Technical Subjects (RST)</td>
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<td>Writing: History/Social Studies, Science, and</td>
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<tr>
<td>Technical Subjects (WHST)</td>
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### 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.

### NOTE:
Speaking and Listening content, not included in specifications for this test (0044/5044) will be included in the newly revised and regenerated Praxis English Language, Literature and Composition: Content and Analysis (5039), Fall 2013.
I. Literature and Understanding Text
   A. Identifying major works and authors of American, British, World (including non-Western), and young adult literature from various cultures, genres and periods
   B. Paraphrasing, comparing, and interpreting (literally and inferentially) various types of print and nonprint texts, e.g., fiction, poetry, essays, drama and graphic representations
   C. Identifying and interpreting figurative language and other literary elements, e.g., metaphor, simile, voice, point of view, tone, style, setting, diction, mood, allusions, irony, cliches, analogy, hyperbole, personification, alliteration and foreshadowing
   D. Understanding how patterns, structures, and characteristics of literary forms and genres may influence the meaning and effect of a work
   E. Situating authors and texts within historical, cultural and critical contexts to aid in interpretation
   F. Recognizing and applying various strategic approaches to teaching reading, e.g., applying cueing systems, activating prior knowledge, constructing meaning through context and employing metacognitive strategies*

II. Language and Linguistics
   A. Understanding the principles of first and second language acquisition and development, including social, cultural, and historical influences and the nature of dialects*
   B. Understanding elements of the history, development, and structure of the English language, including linguistic change, etymology and processes of word formation*
   C. Understanding and applying the conventions of grammar, mechanics, and usage, e.g., syntax, sentence types, sentence structure, parts of speech, modifiers, phrases and clauses, capitalization and punctuation
   D. Understanding the elements of semantics, e.g., ambiguity, euphemism, connotation, and jargon, and how these elements affect meaning

III. Composition and Rhetoric
   A. Understanding and applying elements of teaching writing, including
      1. Individual and collaborative approaches to teaching writing, e.g., stages of writing processes (prewriting, drafting, revising, editing, publishing, evaluating) and how those processes work recursively*
      2. Tools and response strategies for assessing student writing, e.g., peer review, portfolios, holistic scoring, scoring rubrics, self-assessment and conferencing*
      3. Common research and documentation techniques, e.g., gathering and evaluating data, using electronic and print media, and citing sources
   B. Understanding and evaluating rhetorical features in writing, including
      1. Purposes for writing and the nature of the audience within varying contexts
      2. Organization in writing, including creating and maintaining coherence
      3. Strategies for organization, development, and presentation of print, electronic, and visual media
      4. Discourse aims, e.g., creative, expository, persuasive*
      5. Methods of argument and types of appeals, e.g., analogy, extended metaphor, allusion and appeals to logic or emotion
      6. Style, tone, voice, and point of view as part of rhetorical strategy
      7. Recognition of bias and fallacies, distinctions between fact and opinion, and identification of stereotypes, inferences and assumptions*

IV. Analysis
   A. Interpreting Literature
      1. Analyzing the central idea and key literary elements of a poetry or prose excerpt from American, British, or world literature of any period
   B. Evaluating Rhetorical Features
      1. Analyzing the central idea and important rhetorical features used to construct an argument in an excerpt from a literary essay

* This topic does not directly link to a standard at these grade levels in the CCSS. It is included in the test because it has been identified by experts in the field as necessary to assess for beginning teachers seeking licensure.