Praxis® English Language Arts: Content and Analysis (5039) Curriculum Crosswalk

Test Content Categories	Required Course Numbers											
I. Reading (40%) **A. Literature** *Any knowledge statements marked with an asterisk may be measured in the constructed-response (CR) question for this category.*												
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)												

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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												

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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												

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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												

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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												

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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)**											

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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													
C. Constructed-response Reading Question													
1. Interpret literature													
II. Language Use and Vocabulary (19%)													
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)													

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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												

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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 (41%) ** Any knowledge statements marked with a double asterisk may be measured in the constructed-response (CR) question for this category.												
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												

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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												

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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**											

Test Content Categories	Required Course Numbers										
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,											

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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											
A. Constructed-response Writing, Speaking, and Listening Question											
1. Evaluate rhetorical features											