

Table of Contents

	PG #
<b>DOMAIN I.</b>	<b>LISTENING AND SPEAKING</b>
<b>COMPETENCY 1.0 UNDERSTAND LISTENING AND SPEAKING FOR INFORMATION AND UNDERSTANDING .....</b>	<b>1</b>
<b>Skill 1.1</b> Analyzing techniques for selecting and organizing information for oral presentations .....	1
<b>Skill 1.2</b> Recognizing factors affecting a listener’s ability to understand spoken language in different contexts .....	2
<b>Skill 1.3</b> Distinguishing styles of language and levels of usage (slang, informal and formal language, jargon, technical language, regionalisms) .....	3
<b>Skill 1.4</b> Determining styles of language appropriate to diverse purposes, content, audiences, and occasions .....	4
<b>Skill 1.5</b> Recognizing that information may be communicated through the rate and volume of speech .....	5
<b>Skill 1.6</b> Evaluating visual aids and technologies for use in an oral presentation.....	5
<b>Skill 1.7</b> Interpreting and analyzing information presented in films, news broadcasts, lectures, and live performances .....	6
<b>COMPETENCY 2.0 UNDERSTAND LISTENING AND SPEAKING FOR LITERARY RESPONSE AND EXPRESSION, PERSONAL APPRECIATION, AND ENTERTAINMENT .....</b>	<b>7</b>
<b>Skill 2.1</b> Recognizing how oral presentations for the purpose of literary response make reference both to elements in the text and to the student’s prior knowledge and personal experience.....	7
<b>Skill 2.2</b> Analyzing the uses of oral presentations to offer literary interpretations that explicate multiple layers of meaning .....	8
<b>Skill 2.3</b> Recognizing the different roles of voice, intonation patterns, pacing, and emphasis in oral presentations of stories, poetry and drama ...	8
<b>Skill 2.4</b> Judging the effectiveness of given details or examples for making a presentation of a performance more interesting or appealing .....	10

## TEACHER CERTIFICATION EXAM

---

---

**Skill 2.5** Selecting appropriate technological applications and tools for oral presentations related to literature..... 10

**COMPETENCY 3.0 UNDERSTAND LISTENING AND SPEAKING FOR CRITICAL ANALYSIS, EVALUATION, AND PERSUASION ..... 11**

**Skill 3.1** Evaluating strategies of organization and delivery in relation to given content, audience, purpose, and occasion..... 11

**Skill 3.2** Recognizing fallacies in logic..... 12

**Skill 3.3** Analyzing the role of critical-thinking skills (selecting and evaluating supporting data, evaluating a speaker’s point of view, distinguishing fact from opinion, recognizing bias) in effective listening and speaking ..... 12

**Skill 3.4** Recognizing the role of body language, gestures, and visual aids in communicating a point of view in various cultures..... 12

**Skill 3.5** Identifying and assessing options for using technology in oral presentations involving critical analysis, evaluation, and persuasion ..... 13

**COMPETENCY 4.0 UNDERSTAND LISTENING AND SPEAKING FOR SOCIAL INTERACTION IN A VARIETY OF FORMAL AND INFORMAL SITUATIONS ..... 14**

**Skill 4.1** Recognizing language conventions for different social situations (informal conversations, job interviews, workplace interactions) ... 14

**Skill 4.2** Analyzing elements of effective listening and speaking in conversation (using appropriate language, providing verbal and nonverbal responses to the speaker, allowing “wait time” for questions ..... 15

**Skill 4.3** Analyzing techniques of effective listening and speaking in small- and large-group situations (paraphrasing to clarify, monitoring reactions by interpreting nonverbal cues)..... 15

**Skill 4.4** Applying knowledge of techniques for engaging in conversations and discussions on academic, technical, and community and social issues and concerns ..... 16

**Skill 4.5** Applying knowledge of listening and speaking in debates and panel discussions ..... 16

## TEACHER CERTIFICATION EXAM

---

<b>Skill 4.6</b>	Recognizing elements of effective listening and speaking in situations involving people of different ages, genders, cultures, and other personal characteristics.....	17
<b>Skill 4.7</b>	Applying knowledge of listening and speaking to communicate and model regard for the individual and respect for cultural differences .....	17

### **DOMAIN II. WRITING**

#### **COMPETENCY 5.0 UNDERSTAND PROCESSES FOR GENERATING AND DEVELOPING WRITTEN TEXTS ..... 19**

<b>Skill 5.1</b>	Applying strategies for generating ideas before writing (brainstorming, clustering, and other graphic organizers).....	19
<b>Skill 5.2</b>	Identifying techniques for taking notes and developing drafts .....	23
<b>Skill 5.3</b>	Evaluating the appropriateness of given details for supporting the development of a main point .....	24
<b>Skill 5.4</b>	Eliminating distracting details that interfere with the development of a main point.....	24
<b>Skill 5.5</b>	Solving problems related to introductions, conclusions, and text organization.....	25
<b>Skill 5.6</b>	Applying knowledge of the uses of technology to produce written texts and multimedia works .....	27
<b>Skill 5.7</b>	Demonstrating awareness of personal bias when developing written texts.....	28

#### **COMPETENCY 6.0 UNDERSTAND HOW TO REVISE AND EDIT WRITTEN TEXTS TO ACHIEVE CLARITY AND ECONOMY OF EXPRESSION AND CONFORMITY TO CONVENTIONS OF STANDARD ENGLISH USAGE ..... 29**

<b>Skill 6.1</b>	Revising sentences to eliminate wordiness, lack of clarity, redundancy, clichés, and run-on sentences .....	29
<b>Skill 6.2</b>	Revising sentences and passages to subordinate ideas, maintain parallel form, and keep related ideas together .....	29

## TEACHER CERTIFICATION EXAM

---

<b>Skill 6.3</b>	Revising sentences to eliminate misplaced or dangling modifiers, eliminate sentence fragments, and correct misspellings, including the spelling of common homonyms (its/it's, their/there/they're) .....	32
<b>Skill 6.4</b>	Revising nonstandard capitalization and punctuation.....	35
<b>Skill 6.5</b>	Applying appropriate conventions for documenting primary and secondary sources .....	40
<b>Skill 6.6</b>	Recognizing the uses of word-processing technologies to revise texts .....	41
<b>Skill 6.7</b>	Recognizing strategies for self-editing and peer editing .....	41
<b>COMPETENCY 7.0</b>	<b>UNDERSTAND WRITING FOR INFORMATION AND UNDERSTANDING.....</b>	<b>43</b>
<b>Skill 7.1</b>	Evaluating the appropriateness of language for various audiences and purposes.....	43
<b>Skill 7.2</b>	Evaluating alternative thesis statements or organizational patterns for a formal essay or a research paper on a given topic.....	44
<b>Skill 7.3</b>	Applying knowledge of writing techniques and styles used in journalism (inverted pyramid .....	44
<b>Skill 7.4</b>	Evaluating the appropriateness of language and formats for various products of expository writing (business letter or complaint, news article, formal essay) .....	46
<b>Skill 7.5</b>	Applying knowledge of objective vs. subjective points of view (news stories vs. editorials).....	48
<b>Skill 7.6</b>	Revising drafts to improve their effectiveness .....	48
<b>Skill 7.7</b>	Applying knowledge of strategies for incorporating information from charts, graphs, and tables into expository writing.....	49
<b>COMPETENCY 8.0</b>	<b>UNDERSTAND WRITING FOR LITERARY RESPONSE AND EXPRESSION .....</b>	<b>51</b>
<b>Skill 8.1</b>	Evaluating the appropriateness of language for various audiences and purposes.....	51
<b>Skill 8.2</b>	Applying strategies for writing a response to a literary selection by referring to the text, to other works, and to personal experience ...	52

## TEACHER CERTIFICATION EXAM

---

---

<b>Skill 8.3</b>	Applying strategies for writing an analysis of an author’s use of literary elements (plot, characters, setting, theme, point of view) ..	53
<b>Skill 8.4</b>	Analyzing written interpretations that explicate multiple layers of meaning in literary texts.....	55
<b>Skill 8.5</b>	Demonstrating knowledge of techniques for writing a variety of original imaginative works (stories, poems, plays) that observe conventions of genre and use inventive language and text structures.....	55
<b>Skill 8.6</b>	Demonstrating awareness of voice in writing for literary response and expression .....	58
<b>COMPETENCY 9.0</b>	<b>UNDERSTAND WRITING FOR CRITICAL ANALYSIS, EVALUATION, AND PERSUASION .....</b>	<b>60</b>
<b>Skill 9.1</b>	Evaluating the appropriateness of language for various audiences and purposes.....	60
<b>Skill 9.2</b>	Analyzing the organization of an editorial or argumentative essay on a given topic .....	60
<b>Skill 9.3</b>	Distinguishing reasons, examples, or details that support a given argument or opinion.....	61
<b>Skill 9.4</b>	Identifying and analyzing techniques for expressing point of view and avoiding bias in persuasive writing .....	62
<b>Skill 9.5</b>	Recognizing how to use transitions to enhance the clarity of a line of argument .....	63
<b>Skill 9.6</b>	Analyzing fallacies in logic and other forms of weak reasoning in a piece of persuasive writing .....	64
<b>Skill 9.7</b>	Demonstrating awareness of voice in writing for critical analysis, evaluation, and persuasion.....	64
<b>COMPETENCY 10.0</b>	<b>UNDERSTAND WRITING FOR PERSONAL EXPRESSION AND SOCIAL INTERACTION.....</b>	<b>65</b>
<b>Skill 10.1</b>	Demonstrating awareness of connotation and figurative meaning in selecting language for a given expressive purpose .....	65
<b>Skill 10.2</b>	Analyzing problems relating to the effectiveness of narrative or descriptive materials and identifying appropriate revisions.....	66

**TEACHER CERTIFICATION EXAM**

---

---

**Skill 10.3** Applying strategies for using a variety of print and electronic formats for social communication (social notes, letters, e-mail) .... 67

**Skill 10.4** Demonstrating awareness of voice in writing for personal expression and social interaction (in personal narratives, journals) ..... 69

**Skill 10.5** Demonstrating awareness of techniques to expand text with appropriate details ..... 70

---

**DOMAIN III. READING**

---

**COMPETENCY 11.0 UNDERSTAND THE USE OF READING COMPREHENSION STRATEGIES ..... 71**

**Skill 11.1** Recognizing how to vary reading strategies for different texts and purposes (skimming, scanning, in-depth reading, rereading) ..... 71

**Skill 11.2** Demonstrating knowledge of strategies to use before and after reading to enhance comprehension (developing background knowledge, previewing the text, using text features such as bold print and heading, making predictions about a text, using K-W-L charts and other graphic organizers, taking notes, outlining, discussing) ..... 72

**Skill 11.3** Recognizing methods for monitoring comprehension while reading (recalling prior knowledge related to a topic, think-aloud, self-questioning strategies) ..... 76

**Skill 11.4** Demonstrating knowledge of techniques for identifying and using common text structures (cause and effect, compare and contrast, problem and solution) to improve comprehension ..... 77

**Skill 11.5** Recognizing how to trace an idea through a passage by identifying patterns of repeated words and phrases (key words and their synonyms, transitional words and phrases)..... 78

**Skill 11.6** Demonstrating knowledge of the ways in which proficient readers use word identification strategies (knowledge of roots, affixes, and cognates) to improve comprehension by analyzing the denotative and connotative meanings of words in given contexts ..... 78

## TEACHER CERTIFICATION EXAM

---

---

### **COMPETENCY 12.0 UNDERSTAND READING FOR INFORMATION AND UNDERSTANDING..... 80**

- Skill 12.1** Demonstrating the ability to gather, synthesize, and evaluate information from a variety of printed texts and electronic sources ..... 80
- Skill 12.2** Identifying and applying distinctions between general statements and specific details ..... 80
- Skill 12.3** Applying inferential comprehension skills to draw conclusions from a given passage and interpret implied information (causal relations) in a given passage..... 81
- Skill 12.4** Demonstrating an understanding of techniques for summarizing or paraphrasing a given passage ..... 82
- Skill 12.5** Analyzing information from texts containing tables, charts, graphs, maps, and other illustrations..... 83

### **COMPETENCY 13.0 UNDERSTAND READING FOR LITERARY RESPONSE, PERSONAL ENJOYMENT, AND SOCIAL INTERACTION ..... 85**

- Skill 13.1** Analyzing the use of language elements to develop a plot, portray character, describe setting, or create a mood in a given passage ..... 85
- Skill 13.2** Analyzing an author’s use of ambiguity, connotation, or symbolism in language to convey such effects as ironic undertones, sensory impressions, or emotions..... 86
- Skill 13.3** Interpreting the use of such techniques as rhythm, rhyme, diction, or imagery to evoke a response in the reader ..... 86
- Skill 13.4** Modeling the lifelong value of reading independently for enjoyment and the benefits of participating in a community of readers..... 87

### **COMPETENCY 14.0 UNDERSTAND READING FOR CRITICAL ANALYSIS AND EVALUATION..... 89**

- Skill 14.1** Distinguishing opinion from fact, conclusion, or inference in a passage ..... 89
- Skill 14.2** Judging the accuracy, relevance, importance, or sufficiency of facts in a writer’s argument ..... 90
- Skill 14.3** Recognizing the deliberate omission of facts in an argument..... 91

**TEACHER CERTIFICATION EXAM**

---

---

**Skill 14.4** Assessing the credibility or objectivity of information from print and electronic sources..... 92

**Skill 14.5** Determining how the author uses tone and style to present a particular point of view..... 92

**Skill 14.6** Recognizing fallacies in logic..... 93

**DOMAIN IV. FUNDAMENTALS OF LITERATURE**

---

**COMPETENCY 15.0 UNDERSTAND THE HISTORICAL, SOCIAL, AND CULTURAL ASPECTS OF LITERATURE, INCLUDING THE WAYS IN WHICH LITERARY WORKS AND MOVEMENTS BOTH REFLECT AND SHAPE CULTURE AND HISTORY ..... 94**

**Skill 15.1** Applying knowledge of the characteristics and significance of mythology and folk literature of a variety of cultures..... 94

**Skill 15.2** Analyzing the expression of values and ideas (including regional, cultural, ethnic, historical) through literature ..... 96

**Skill 15.3** Analyzing the role of diverse authors in influencing public opinion about and understanding of social issues..... 97

**Skill 15.4** Applying criteria for evaluating literary merit based on an understanding of genre, literary elements, and literary period and tradition..... 99

**Skill 15.5** Demonstrating awareness of the issue of censorship in relation to literature provided for, or selected by, adolescent readers ..... 101

**Skill 15.6** Interpreting a literary passage from a given critical perspective .. 102

**COMPETENCY 16.0 UNDERSTAND THE CHARACTERISTICS FEATURES OF VARIOUS GENRES OF FICTION, INCLUDING DRAMA..... 103**

**Skill 16.1** Analyzing elements of fiction (plot, character, setting, theme, point of view) in a passage context ..... 103

**Skill 16.2** Comparing the characteristics of types of fictional narratives (Fable, folk legend, fantasy, realistic novel)..... 107

## TEACHER CERTIFICATION EXAM

---

**Skill 16.3** Identifying types of drama (comedy, tragedy) and applying knowledge of dramatic structure (introduction, rising action, climax, falling action, conclusion) and common dramatic devices (irony, suspense, soliloquy, aside) ..... 108

**Skill 16.4** Recognizing the challenges of interpreting a dramatic text when the text is read rather than performed ..... 110

### **COMPETENCY 17.0 UNDERSTAND THE CHARACTERISTIC FEATURES OF VARIOUS TYPES OF NONFICTION..... 111**

**Skill 17.1** Comparing and contrasting characteristics of various types of nonfiction (biographies, autobiographies, essays, journals, letters, memoirs, informational books and articles, newspaper accounts of events)..... 111

**Skill 17.2** Comparing and contrasting characteristics of fiction and nonfiction ..... 112

**Skill 17.3** Analyzing the author’s point of view, tone, and style in nonfiction works ..... 114

**Skill 17.4** Analyzing the use of common patterns of organization in nonfiction works of various types ..... 114

**Skill 17.5** Applying knowledge of criteria for evaluating nonfiction (point of view, objectivity, subjectivity, bias) ..... 116

### **COMPETENCY 18.0 UNDERSTAND THE CHARACTERISTIC FEATURES OF VARIOUS FORMS OF POETRY ..... 117**

**Skill 18.1** Analyzing the relationship between the form and meaning of a poetic text ..... 117

**Skill 18.2** Applying knowledge of formal rhyme schemes and other poetic techniques related to the sounds of words (slant rhyme, alliteration, assonance, onomatopoeia) ..... 119

**Skill 18.3** Demonstrating knowledge of poetic meter and stanza structures 119

**Skill 18.4** Analyzing the use of imagery, symbolism, allusion, and figurative language in poetic texts ..... 122

**Skill 18.5** Analyzing the formal characteristics and distinctive content of narrative poetry ..... 125

## TEACHER CERTIFICATION EXAM

---

<b>Skill 18.6</b>	Analyzing various types of patterned lyric poetry (sonnet, limerick, cinquain, haiku) .....	126
-------------------	---	-----

### **COMPETENCY 19.0 UNDERSTAND LITERATURE WRITTEN FOR ADOLESCENTS..... 129**

<b>Skill 19.1</b>	Demonstrating knowledge of traditional and contemporary literature for adolescents .....	129
-------------------	--	-----

<b>Skill 19.2</b>	Recognizing how major genres and topics in adolescent literature (contemporary problem novels, coming-of-age stories, biographies, science fiction/fantasy) may reflect issues of adolescent development.....	131
-------------------	---	-----

<b>Skill 19.3</b>	Analyzing issues of culture, gender, ethnicity, and other personal characteristics reflected in adolescent literature .....	138
-------------------	---	-----

<b>Skill 19.4</b>	Demonstrating knowledge of criteria for selecting and evaluating print and non-print texts for adolescents.....	139
-------------------	---	-----

<b>Skill 19.5</b>	Analyzing the themes of works targeted for adolescents.....	141
-------------------	---	-----

### **DOMAIN V. LANGUAGE AND LITERATURE**

---

### **COMPETENCY 20.0 UNDERSTAND THE HISTORICAL, SOCIAL, CULTURAL, AND TECHNOLOGICAL INFLUENCES SHAPING ENGLISH..... 143**

<b>Skill 20.1</b>	Demonstrating an understanding that language undergoes constant change.....	143
-------------------	---	-----

<b>Skill 20.2</b>	Recognizing the significance of historical events that have influenced the development of English (the Norman Conquest, the exchanges between indigenous peoples and Europeans during the European colonization of Africa, Asia, Australia, and North America).....	144
-------------------	---	-----

<b>Skill 20.3</b>	Relating English words, derivatives, and borrowings, including slang terms, to their origins in other languages .....	145
-------------------	---	-----

<b>Skill 20.4</b>	Analyzing regional and social variations in language in the United States .....	146
-------------------	---	-----

<b>Skill 20.5</b>	Evaluating the use of jargon in various fields .....	146
-------------------	--	-----

<b>Skill 20.6</b>	Analyzing language associated with print and electronic media..	147
-------------------	---	-----

## TEACHER CERTIFICATION EXAM

---

---

### **COMPETENCY 21.0 UNDERSTAND FUNDAMENTAL CONCEPTS RELATING TO THE STRUCTURE, ACQUISITION, USE, AND ANALYSIS OF LANGUAGE ..... 149**

- Skill 21.1** Distinguishing structural features of languages (phonological, morphological, syntactic, semantic)..... 149
- Skill 21.2** Recognizing typical patterns and individual differences in the language development of children, adolescents, and second-language learners..... 151
- Skill 21.3** Applying knowledge of a variety of word identification strategies (analysis of roots, affixes, and cognates) ..... 154
- Skill 21.4** Recognizing the role of context cues in verifying the correct meaning and pronunciation of words in connected text..... 155
- Skill 21.5** Identifying strategies for mastering high frequency, irregular sight words..... 156

### **COMPETENCY 22.0 UNDERSTAND SIGNIFICANT THEMES, CHARACTERISTICS, TRENDS, WRITERS, AND WORKS IN AMERICAN LITERATURE FROM THE COLONIAL PERIOD TO THE PRESENT, INCLUDING THE LITERARY CONTRIBUTIONS OF WOMEN, MEMBERS OF ETHNIC MINORITIES, AND FIGURES IDENTIFIED WITH PARTICULAR REGIONS ..... 158**

- Skill 22.1** Analyzing the significance of major writers (Anne Bradstreet), works (*Walden*, *Narrative of the Life of Frederick Douglass*), and movements (realism, imagism) to the development of American literature ..... 158
- Skill 22.2** Analyzing changes in literary form and style in American literature of the colonial, nineteenth-century, modern, and contemporary periods..... 164
- Skill 22.3** Analyzing passages that illustrate major thematic concerns and stylistic and formal characteristics associated with significant American prose writers (Herman Melville, Willa Cather, Richard Wright, Maxine Hong Kingston) and poets (Walt Whitman, Emily Dickinson, Gwendolyn Brooks, Leslie Marmon Silko)..... 167

## TEACHER CERTIFICATION EXAM

---

---

**Skill 22.4** Analyzing the literary responses of American writers to social conditions and major historical and religious movements and events (regional subcultures, slavery, civil rights movements, the Vietnam War, immigration), as exemplified in given passages.... 172

### **COMPETENCY 23.0 UNDERSTAND MAJOR THEMES, CHARACTERISTICS, TRENDS, WRITERS, AND WORKS IN BRITISH AND IRISH LITERATURE..... 175**

**Skill 23.1** Analyzing the significance of writers (Chaucer, Shakespeare, Wordsworth, Joyce, Yeats) works (*Paradise Lost*, *Wuthering Heights*, *Pygmalion*), and movements (metaphysical poetry, the “kitchen sink” school) to the development of British literature from the Anglo-Saxon period to the present ..... 175

**Skill 23.2** Analyzing passages that illustrate significant themes (the ideal of the warrior-hero, the conventions of courtly love) and genres (the morality play, the Elizabethan sonnet) in British literature from the Anglo-Saxon period, the Middle Ages, and the Renaissance..... 176

**Skill 23.3** Analyzing passages that illustrate significant themes and characteristics of major British and Irish literary works of the Enlightenment, the romantic and Victorian periods, and the twentieth century (the satires of Swift, the odes of Keats, the fiction of Woolf, the drama of Beckett) ..... 177

**Skill 23.4** Recognizing classical archetypes in cross-cultural literary selections ..... 180

**Skill 23.5** Relating given passages to major historical events and cultural movements that influenced the development of British literature (the reign of Elizabeth I, the Industrial Revolution, World War I, the dissolution of the empire) ..... 181

### **COMPETENCY 24.0 UNDERSTAND THE LITERATURES OF ASIA, AFRICA, CONTINENTAL EUROPE, LATIN AMERICA, AND THE CARIBBEAN, INCLUDING MAJOR THEMES, CHARACTERISTICS, TRENDS, WRITERS, AND WORKS ..... 190**

**Skill 24.1** Distinguishing major literary forms, works, and writers of ancient civilizations (epic, pastoral ode, the *Upanishads*, Virgil) and their characteristics ..... 190

**TEACHER CERTIFICATION EXAM**

---

---

**Skill 24.2** Recognizing major literary forms, works, writers, and characteristics of world literature written before the modern period in languages other than English (T'ang poetry, romance, *Don Quixote*, Murasaki Shikibu, Tolstoy) ..... 192

**Skill 24.3** Recognizing major forms, works, writers, and characteristics of Modern and contemporary literature written in English outside Great Britain and the United States (the fiction of Stead and of Gordimer, the drama of Soyinka, the poetry of Walcott)..... 195

**Skill 24.4** Recognizing major forms, writers, works and characteristics of modern and contemporary world literature in languages other than English (the plays of Brecht, the fiction of Colette and of Garcia Marquez) ..... 195

**Skill 24.5** Demonstrating awareness of the ways in which world literature reflects cultural characteristics ..... 197

**DOMAIN VI. FUNDAMENTALS OF LITERATURE: CONSTRUCTED-RESPONSE ASSIGNMENT ..... 198**

**RESOURCES ..... 199**

**SAMPLE TEST ..... 205**

**RIGOR TABLE ..... 248**

**ANSWER KEY ..... 249**

**RATIONALES WITH SAMPLE QUESTIONS ..... 250**