
ILLINOIS CERTIFICATION TESTING SYSTEM

FIELD 111: ENGLISH LANGUAGE ARTS TEST FRAMEWORK

November 2003

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Illinois Certification Testing System

FIELD 111: ENGLISH LANGUAGE ARTS

TEST FRAMEWORK

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Reading
Writing and Research
Speaking and Listening
Literature

SUBAREA I—READING

0001 Understand the nature, development, and importance of reading in all content areas.

For example:

- Recognize that literacy is a lifelong activity that promotes personal fulfillment and successful functioning in society, including participation as a citizen.
- Recognize reading as a process of constructing meaning through the interaction of the reader's existing knowledge and experiences, the information suggested by the written language, and the context of the reading situation.
- Recognize language development, cognition, and learning as applied to reading development.
- Recognize the roles of motivation and interest in reading.
- Recognize cultural, linguistic, and ethnic diversity and their relationships to reading development.
- Recognize the roles that various language components play in reading development, including knowing about the phonemic (sounds of language), morphemic (words and meaningful parts of language), semantic (meaning), syntactic (sentence structure), and pragmatic (how language works in a social context) components of language.
- Recognize the relationships of reading to writing, listening, and speaking and know strategies for integrating these through instruction.
- Recognize strategies for using reading in all content areas.
- Recognize the home and school experiences that impact literacy development.

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0002 Demonstrate knowledge of selection and use of various materials to plan reading instruction appropriate to students' knowledge and abilities.

For example:

- Demonstrate knowledge of a variety of both fiction and nonfiction materials that can be used for teaching reading.
- Demonstrate knowledge of how to create, organize, and use a classroom library.
- Demonstrate knowledge of strategies for analyzing and evaluating the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- Demonstrate knowledge of strategies for selecting materials (including technological tools) based on students' interests, knowledge and experiences, cultural backgrounds, and developmental levels.
- Recognize the use of standardized and informal reading assessments (including ongoing observations) and understand the implications of cultural, linguistic, and ethnic differences for interpretation of assessments.
- Demonstrate knowledge of strategies for planning, organizing, and managing reading instruction to create a positive environment that encourages independent reading.
- Demonstrate knowledge of strategies for engaging parents in the educational process and for communicating with them about their children's reading progress.
- Recognize when a student's reading problems justify referral to appropriate special services.

0003 Demonstrate knowledge of strategies for teaching and assessing student knowledge of word identification and vocabulary.

For example:

- Demonstrate knowledge of strategies for teaching English spelling and word patterns (e.g., prefixes, suffixes, root words).
- Demonstrate knowledge of strategies for assessing students' reading abilities.
- Recognize the role of vocabulary in reading comprehension and learning from text in various subject areas.
- Demonstrate knowledge of strategies for teaching vocabulary effectively (e.g., using context and reference materials, word play, games, dramatization activities).
- Demonstrate knowledge of how to use technology to enhance and encourage vocabulary skills.

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0004 Demonstrate knowledge of identifying and implementing appropriate strategies using oral language to help students develop reading skills.

For example:

- Recognize the implications of differences in students' dialects and language when reading.
- Demonstrate knowledge that oral reading requires accuracy, speed, and expression and understand its role in reading development.
- Recognize similarities and differences in oral and written language learning and know how to effectively use oral language activities to teach reading (e.g., readers' theater, choral reading, shared reading, enactment).
- Recognize the relationship between oral and silent reading.
- Demonstrate knowledge of how to use predictable books, poetry, and songs as the basis for fluency development.
- Demonstrate knowledge of how to assess students' reading fluency.

0005 Demonstrate knowledge of strategies for teaching and assessing student reading comprehension.

For example:

- Recognize the relationship between listening comprehension and reading comprehension.
- Demonstrate knowledge of how types of questions affect reading comprehension and how they can be used to promote comprehension and learning expected in different subject areas.
- Demonstrate knowledge of strategies for encouraging students to respond personally in a variety of formats (e.g., writing, enactment, art, discussion, multimedia presentations) to literary and informational materials.
- Demonstrate knowledge of strategies for previewing and preparing to read a text effectively.
- Demonstrate knowledge of strategies for monitoring comprehension and for correcting confusions and misunderstandings that arise during and after reading.
- Demonstrate knowledge of strategies for helping students identify organizational patterns common to informational texts to improve understanding and recall of text.

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SUBAREA II—WRITING AND RESEARCH

0006 Recognize and understand various rhetorical strategies within writing processes.

For example:

- Recognize that varying purposes and audiences call for different forms, prewriting strategies, organizational strategies, styles, formats, rules of evidence, and composing processes.
- Demonstrate knowledge of writing processes for a variety of writing genres (e.g., narrative, expository, persuasive).
- Recognize write-to-discover strategies such as journaling, log writing, sixty-second writing, and free writing.
- Recognize a variety of prewriting strategies for generating and organizing ideas (e.g., mapping, listing, outlining, drafting, graphic organizing).
- Recognize how to write clear and effective prompts that challenge students to practice a variety of prewriting and writing strategies for different rhetorical situations.
- Recognize various response strategies for helping students revise texts for appropriateness in a variety of rhetorical situations.

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0007 Demonstrate knowledge of composition, including drafting strategies, necessary for writing in various rhetorical situations (e.g., short stories, letters, essays, reports).

For example:

- Recognize the elements of composition (e.g., thesis development, focus, organization, support and elaboration, paragraph unity, coherence) in a variety of rhetorical situations.
- Recognize how to compose writing prompts that provide opportunities to practice drafting documents.
- Recognize that drafting is an important recursive component in the writing process.
- Demonstrate knowledge of the conventions of spelling, sentence construction, and usage (e.g., capitalization, punctuation, appropriate use of the eight parts of speech, syntax, diction).
- Demonstrate knowledge of how to use modifiers to expand ideas, transitions to produce an effective control of language and ideas, and effective paragraph organization.
- Recognize teacher/peer conference techniques that assist students with the drafting of documents.
- Demonstrate knowledge of strategies for using technology to facilitate recursive drafting of composition.

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0008 Demonstrate knowledge of strategies for revising, editing, and proofreading documents that address various rhetorical situations and know how to prepare various documents for publication.

For example:

- Recognize the importance and value of revising and editing as recursive components of the writing process.
- Recognize that English conventions, style, diction, voice, and rhetorical situation drive the revision component of the writing process.
- Demonstrate knowledge of revision strategies appropriate to a variety of writing genres and rhetorical situations and understand how to provide practice of revising and editing techniques.
- Recognize and demonstrate English conventions including usage, semantics, syntax, morphology, and phonology and the application of language structure and conventions in the critiquing and editing of written documents.
- Recognize the value of self-editing and peer response as strategies within the writing process.
- Recognize the importance and value of publishing as an integral component of the writing process and know specific formats required for publishing a variety of written documents for different rhetorical situations.
- Demonstrate knowledge of how to use technology to produce written documents suitable for submission or publication.

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0009 Demonstrate knowledge of strategies for locating, analyzing, evaluating, and organizing information from print and electronic resources that express various perspectives.

For example:

- Recognize methods of information acquisition from a variety of sources (e.g., books, interviews, CD-ROMs, Web sites, library reference materials).
- Recognize criteria (e.g., purpose, credibility, reliability, validity, perspectives of the author, content quality) and methods for evaluating primary and secondary research sources.
- Recognize diversity issues within reference materials and distinguish among them to address diverse student needs.
- Recognize the power and potential of print and nonprint media to facilitate understanding and critical analysis of contemporary culture.
- Recognize planning and organizational strategies (e.g., note taking, graphic organizing, sequencing, prioritizing, outlining) in both print and electronic formats for a variety of research projects.

0010 Demonstrate knowledge of how to synthesize and apply acquired information, concepts, and ideas to communicate in a variety of formats for a variety of purposes.

For example:

- Demonstrate knowledge of how to synthesize and logically sequence information from a variety of sources (e.g., letters, stories, reports, other communicated products).
- Demonstrate knowledge of how to support and defend a thesis statement through effective communication of documented information (e.g., research papers, debates, narratives, expositions, multimedia presentations).
- Recognize and evaluate the critical attributes of effective oral, visual, and written communication for a variety of purposes.
- Recognize proficiency expectations for a variety of technology skills (e.g., word processing, Internet access and function, presentation and hypertext software use).
- Recognize the ethical attributes of responsible research and reporting.
- Demonstrate knowledge of resources providing citation formats (e.g., works cited, bibliography) and understand the importance of ethical standards when preparing a research product within any concept, genre, or situation.

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SUBAREA III—SPEAKING AND LISTENING

0011 Demonstrate knowledge of oral communication components and strategies for constructing oral presentations.

For example:

- Identify the communication process as nonlinear, including communicators, verbal and nonverbal messages, feedback, and noise/interference.
- Demonstrate knowledge of purposes and functions of communication and oral presentations.
- Recognize criteria for selecting content and support for a given communication situation and know the various types and strengths of supporting materials.
- Recognize the importance of using and citing accurate and relevant material when communicating.
- Demonstrate knowledge of a variety of organizational formats appropriate for different speaking situations and understand the importance of adapting communication to the situation, setting, and context.
- Demonstrate knowledge of types of delivery and their uses and effects.
- Demonstrate knowledge of how to use electronic media for effective communication.
- Recognize strategies for analyzing and communicating with diverse audiences.
- Recognize that communication choices should be made with a sensitivity to listeners' backgrounds.
- Recognize the difference between supportive and nonsupportive audiences and appropriate strategies for addressing those audiences.
- Demonstrate knowledge of strategies for recognizing when a message is not understood and for making adjustments to presentations to clarify and promote understanding.
- Understand the differences among the purposes for speaking and appropriate strategies for each purpose.

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0012 Demonstrate knowledge of the communication process components for evaluating oral messages.

For example:

- Recognize the responsibilities of listeners and the role of feedback in communication.
- Demonstrate knowledge of various types and purposes of listening and the skills unique to each type or purpose.
- Recognize the roles and responsibilities of the listener and know appropriate and effective listening responses across a variety of communication situations.
- Demonstrate knowledge of strategies for analyzing spoken messages (e.g., questioning, perception checking, summarizing, paraphrasing) to understand and evaluate stated and implied meanings.
- Recognize criteria (e.g., topic, context, goals) for evaluating the content, organization, and support of communication strategies and for evaluating oral messages on the basis of their purpose, quality, and appropriateness.
- Recognize the effects of physical and physiological conditions on listening.
- Demonstrate knowledge of listening barriers such as bias, close-mindedness, preconceived attitudes, indifference, and emotional involvement in communication situations.
- Demonstrate knowledge of the effects of listener apprehension.
- Demonstrate knowledge of questioning skills for interviewing and gathering first-hand information.

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0013 Understand that communication may influence and be influenced by people and their relationships with one another and by communication anxiety and understand the importance and ethical responsibilities of adapting communication to audience needs, the situation, and the setting.

For example:

- Recognize the influence of context on communication.
- Recognize and understand the individual and social factors that may lead to communication anxiety.
- Recognize strategies to help minimize and/or manage communication anxiety.
- Recognize strategies for appropriate and effective small-group communication, including components and group variables (e.g., roles, norms, leadership).
- Demonstrate knowledge of problem-solving strategies that can be used in group situations.
- Demonstrate knowledge of the relationship between nonverbal and verbal communication and how vocal qualities (e.g., pitch, rate, tone, volume) and verbal and nonverbal cues can help clarify the meaning, organization, and goals of speaking.
- Recognize the importance of freedom of speech and ethical communication in a democratic society.
- Recognize the ethical responsibility to challenge harmful stereotypical or prejudicial communication and to use inclusive language when addressing others.
- Demonstrate knowledge of the differences among oral, written, and electronic communication processes.
- Recognize the roles of interpersonal skills in maintaining relationships.
- Demonstrate knowledge of strategies for appropriately and effectively negotiating and solving problems in various situations and settings.

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SUBAREA IV—LITERATURE

0014 Recognize and analyze the distinctive features and historical development of various genres and recognize recurrent themes in all genres.

For example:

- Identify and analyze the defining characteristics of a variety of literary forms and genres (e.g., short stories, novels, drama, fables, myths, biographies, autobiographies, essays, poetry, folk tales, legends, fiction, nonfiction, fantasy, documentaries).
- Identify, compare, and contrast recurring themes across diverse literary works from a variety of societies, eras, cultures, traditions, and genres.
- Analyze the development of form, style, and point of view and their purpose in American, British, and world literature.
- Analyze the form, content, purpose, and major themes of American, British, and world literature in their historical perspectives.

0015 Recognize and analyze literary elements and techniques and how they convey meaning in classic and contemporary literature from a variety of eras, cultures, traditions, genres, and media.

For example:

- Identify and analyze literary elements (e.g., character, plot, setting, theme, conflict, resolution, climax, mood) and understand their influence on the effectiveness of a literary piece.
- Identify a variety of literary techniques and devices (e.g., figurative language, allusion, foreshadowing, flashback, suspense, dialogue, description, word choice, dialect, images, characterization, narration, symbolism) in classic and contemporary literature representing a variety of genres and media.
- Identify and analyze the ways in which an author uses language structure, literary form, point of view, word choice, style, and format to convey the author's viewpoint and to elicit an emotional response from the reader.

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0016 Understand general skills, strategies, and purposes for reading literature and know how to select and use literary materials appropriate to the age and developmental level of learners.

For example:

- Recognize the importance of using a wide variety of print and electronic materials throughout the curriculum, including high-quality children's and young adults' literature and diverse expository materials appropriate to the age, developmental level, and interests of the learner.
- Recognize the value of reading aloud to learners using a variety of genres and the importance of providing time for reading of entire texts for authentic purposes.
- Recognize how making inferences; drawing conclusions; making comparisons from personal, creative, and critical points of view; and sharing responses with peers encourages learners to respond personally to literature.
- Recognize that learners have a variety of responses to literature.
- Recognize that literature can be a means for transmitting moral and cultural values within a community.
- Recognize how literary works can be related to people, perspectives, and personal experiences.
- Recognize how knowledge gained from literature can be used to understand contemporary and historical economic, social, and political issues and events.