

Texas Educator Certification Examination Program

Field 331: English Language Arts and Reading 7–12

Examination Framework

June 2021

Domain	Range of Competencies
I. Reading Instruction and Assessment	001–003
II. Text Comprehension and Analysis	004–005
III. Oral and Written Communication	006–008
IV. Educating All Learners and Professional Practice	009–011
V. Constructed Response	012

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DOMAIN I—READING INSTRUCTION AND ASSESSMENT

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Competency 002 (Vocabulary Development): *Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.*

For example:

- A. Demonstrate knowledge of the continuum of vocabulary development as described in the TEKS for ELAR (Grades 7–12), including the importance of providing students with frequent, repeated exposures to and opportunities to use new vocabulary in meaningful contexts.
- B. Demonstrate knowledge of factors that affect vocabulary development of students in grades 7–12 (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics),

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Competency 003 (Reading Comprehension): *Understand concepts, principles, and best practices related to the development of reading comprehensi*

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- J. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in independent self-sustained reading with fluency and comprehension for increasing periods of time (e.g., by explicitly teaching students self-monitoring skills, comprehension repair strategies, strategies for self-selecting appropriate texts).
- K. Demonstrate knowledge of research-based strategies and best practices for teaching students how to vary approaches to reading a text fluently according to the purpose for reading (e.g., activating background knowledge, skimming for gist, scanning for specific information, applying focused reading for deep understanding).
- L. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to use listening, speaking, reading, writing, and thinking skills to respond to a variety of sources using multiple texts (e.g., describing personal connections to a variety of sources; using text evidence to support appropriate responses; paraphrasing, summarizing, and illustrating texts in a meaningful way; interacting through note taking, annotating, or freewriting; responding with appropriate content, vocabulary, and tone; discussing and writing about explicit or implicit text meanings; reflecting on and adjusting responses as new evidence is presented; defending or challenging authors' claims using relevant text evidence).
- M. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for formally and informally assessing students' ability to gain and enhance their understanding of increasingly complex texts.
- N. Interpret the results of ongoing assessments in reading comprehension and reading comprehension strategies and use the results to inform instructional planning and delivery, including differentiation

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- E. Analyze how authors use literary devices and techniques (e.g., irony, oxymoron, paradox, satire, allegory) to achieve specific purposes in literary texts, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of how authors use literary devices for specific purposes.
- F. Analyze how themes are developed through characterization and plot and how similar themes are developed in a variety of literary texts representing surface and deep aspects of diverse cultures, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of how themes are developed through characterization and plot.
- G. Analyze how authors develop complex characters, including archetypes, through a range of literary devices, as well as historical and cultural settings and events, and how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of character development and its influence on plot and theme in literary works.
- H. Analyze linear and nonlinear plot development (e.g., foreshadowing, flashbacks, subplots) in a variety of literary texts representing surface and deep aspects of diverse cultures, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of various types of plot development.
- I. Analyze setting in a variety of literary texts in terms of historical, social, economic, and cultural contexts and how setting influences plot, characterization, and theme, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of setting in terms of historical, social, economic, and cultural contexts and their influences on plot, characterization, and theme.
- J. Analyze how authors use diction and syntax to contribute to mood, voice, and tone in literary texts, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of how authors use diction and syntax to contribute to mood, voice, and tone in literary texts.
- K. Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
- L. Analyze how playwrights develop characters and dramatic action through dialogue, staging, and dramatic conventions (e.g., asides, soliloquies, dramatic irony), and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of how playwrights develop characters and dramatic action.
- M. Analyze how authors use print and graphic features to achieve specific purposes in literary texts, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of how authors use print and graphic features to achieve specific purposes in literary texts.
- N. Analyze the characteristics and effectiveness of multimodal and digital literary texts, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of the characteristics and effectiveness of multimodal and digital literary texts.
- O. Demonstrate knowledge of research-based strategies and best practices for using the continuum of development in the comprehension and analysis of literary texts as described in the TEKS for ELAR (Grades 7–12) to guide instruction.

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- P. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to respond to a range of literary texts using text-based evidence to support an appropriate oral or written response.
- Q. Demonstrate knowledge of research-based strategies and best practices for promoting students' comprehension of literary texts at all comprehension levels (i.e., literal, inferential, evaluative, appreciative, and critique) and for promoting critical thinking about literary texts (e.g., synthesizing information to create new understandings; asking and having students generate questions related to bias, such as which voices and perspectives are present and absent in a text).
- R. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of literary texts (e.g., story mapping, graphic representations, audio recordings of texts, collaborative group work, dialogic journals) to address the assessed needs of all students.

Competency 005 (Reading Informational and Argumentative Texts): *Understand the elements and characteristics of informational and argumentative texts, analyze how authors use these elements and characteristics to achieve specific purposes, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of complex informational and argumentative texts.*

For example:

- A. Analyze characteristics and structural elements of complex informational texts, such as a clear thesis, relevant supporting evidence, pertinent examples, commentary, summary, and conclusion, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of the characteristics and structural elements of complex informational texts.

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- G. Analyze how authors use print and graphic features to achieve specific purposes in informational and argumentative texts, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of how authors use print and graphic features to achieve specific purposes in informational and argumentative texts.
- H. Analyze the characteristics and effectiveness of multimodal and digital informational and argumentative texts, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of the characteristics and effectiveness of multimodal and digital informational and argumentative texts.
- I. Demonstrate knowledge of research-based strategies and best practices for using the continuum of development in the comprehension and analysis of informational and argumentative texts as described in the TEKS for ELAR (Grades 7–12) to guide instruction.
- J. Demonstrate knowledge of research-based strategies and best practices for promoting students' comprehension of informational and argumentative texts at all comprehension levels (i.e., literal, inferential, evaluative, and synthesis levels) and for promoting critical thinking about informational and argumentative texts (e.g., synthesizing information to create new understandings; asking and having students generate higher-order questions about a text, such as questions related to voices or perspectives present and absent in a text or questions about the credibility of a text).
- K. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of informational and argumentative texts (e.g., building background knowledge, providing tiered assignments, using graphic organizers and other visual representations of information and text structure, presenting mini-lessons on targeted comprehension skills) to address the assessed needs of all students.
- L. Demonstrate knowledge of a variety of informal and formal procedures for monitoring and assessing students' skills and strategies for reading nonliterary texts, including visual images and messages, and how to use assessment results to design and adjust instruction.

DOMAIN III—ORAL AND WRITTEN COMMUNICATION

Competency 006 (Composition): *Understand the characteristics of various genres of written text and apply knowledge of research-based strategies and best practices for promoting students' ability to develop well-organized, engaging, written texts that achieve specific purposes for specific audiences.*

For example:

- A. Apply knowledge of genres of written text (e.g., literary texts, including personal narrative and fiction; informational texts; argumentative texts; literary analysis; rhetorical analysis) and of research-based strategies and best practices for promoting students' ability to select the most appropriate genre for a specific topic, purpose, and audience.
- B. Apply knowledge of research-based strategies and best practices for promoting students' ability to generate ideas for writing (e.g., brainstorming, journaling, discussing, background reading).
- C. Apply knowledge of research-based strategies and best practices for promoting students' ability to use a purposeful text structure that includes an introduction, transitions, coherence within and across paragraphs, and a conclusion.
- D. Apply knowledge of research-based strategies and best practices for promoting students' ability to develop a clear controlling idea or thesis statement.
- E. Apply knowledge of research-based strategies and best practices for promoting students' ability to develop an engaging idea with relevant, specific facts and details.

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- F. Apply knowledge of research-based strategies and best practices for promoting students' ability to revise a draft to enhance organization, coherence, clarity, style, word choice, and sentence variety.
- G. Apply knowledge of research-based strategies and best practices for promoting students' ability to edit drafts using standard English conventions (e.g., pronoun-antecedent agreement; appropriate use of verb tense; appropriate use of active and passive voice; correct spelling, punctuation, and capitalization).
- H. Apply knowledge of research-based strategies and best practices for promoting students' ability to compose correspondence in a professional or friendly structure.
- I. Demonstrate knowledge of research-based strategies and best practices for integrating technology into instruction at all stages of the writing process to promote students' writing skills.
- J. Demonstrate knowledge of the role of self-assessment in the writing process (e.g., for clarity, comprehensiveness, interest) and of strategies for modeling self-assessment techniques.
- K. Demonstrate knowledge of research-based strategies and best practices for using the continuum of writing development as described in the TEKS for ELAR (Grades 7–12) to guide instruction.
- L. Demonstrate knowledge of research-based strategies and best practices for differentiating writing instruction (e.g., having students choose writing topics of interest, modeling how to use graphic organizers during the drafting process, presenting mini-lessons on targeted writing skills) to address the assessed needs of all students.
- M. Demonstrate knowledge of strategies and best practices for assessing students' writing development and for using assessment data to inform future instruction in writing.

Competency 007 (Inquiry and Research): *Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to conduct focused inquiry and research and to present the results in an appropriate, responsible, and ethical manner across the curriculum.*

For example:

- A. Apply knowledge of research-based strategies and best practices for promoting students' ability to develop questions for formal and informal inquiry, critique the research process at each step, develop and revise a research plan, and modify the major research question as necessary to refocus a research plan.
- B. Apply knowledge of research-based strategies and best practices for promoting students' ability to locate, identify, and gather relevant information from a variety of sources.
- C. Apply knowledge of research-based strategies and best practices for promoting students' ability to distinguish between primary and secondary sources.
- D. Apply knowledge of research-based strategies and best practices for promoting students' ability to evaluate sources for reliability, credibility, bias, and accuracy.
- E. Apply knowledge of research-based strategies and best practices for promoting students' ability to identify and analyze various types of logical fallacies (e.g., ad hominem arguments, hasty generalizations, circular reasoning, false dilemmas).
- F. Apply knowledge of research-based strategies and best practices for promoting students' ability to synthesize information from a variety of sources.
- G. Apply knowledge of research-based strategies and best practices for promoting students' ability to paraphrase, quote, and cite source material ethically to avoid plagiarism.

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- H. Apply knowledge of research-based strategies and best practices for promoting students' ability to determine an appropriate mode of delivery (e.g., written, oral, multimodal) and to present results of inquiry and research in a well-organized and ethical manner.
- I. Demonstrate knowledge of research-based strategies and best practices for using the continuum of development of inquiry and research skills as described in the TEKS for ELAR (Grades 7–12) to guide instruction.

Competency 008 (Listening and Speaking): *Apply knowledge of research-based strategies and best practices for promoting students' skills in critical listening and collaborative speaking.*

For example:

- A. Apply knowledge of research-based strategies and best practices for promoting students' ability to listen actively, respond appropriately, and adjust communication to audiences and purposes.
- B. Apply knowledge of research-based strategies and best practices for promoting students' ability to follow and give complex oral instructions for performing specific tasks or for completing complex processes (e.g., asking pertinent questions to clarify meaning, responding appropriately to clarification questions).
- C. Apply knowledge of research-based strategies and best practices for promoting students' ability to engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax.
- D. Apply knowledge of research-based strategies and best practices for promoting students' ability to communicate ideas effectively by using eye contact, speaking rate, volume, enunciation, pauses, conventions of language, and purposeful gestures within social and cultural contexts.
- E. Apply knowledge of research-based strategies and best practices for promoting students' ability to prepare and give a formal presentation that incorpor

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DOMAIN IV—EDUCATING ALL LEARNERS AND PROFESSIONAL PRACTICE

Competency 009 (Differentiation Strategies in Planning and Practice): *Understand how to identify and implement developmentally appropriate strategies and data-driven practices to effectively teach and engage all learners.*

For example:

- A. Demonstrate knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students.
- B. Apply knowledge of effective methods for fostering students' active participation and individual academic success in one-to-one, small-group, and large-group settings and for facilitating all students' inclusion in various settings (e.g., academic, social).
- C. Apply knowledge of activities and instruction that build on students' individual interests, primary language, experiences, and prior knowledge; respond to students' strengths and needs; and promote the development of prerequisite skills and positive dispositions toward learning in the content areas.
- D. Demonstrate knowledge of how and when to adjust and scaffold instruction, instructional activities, and assessment in response to various types of feedback from students.
- E. Demonstrate knowledge of how to identify, select, and implement appropriate and effective accommodations and/or modifications for students with 504 plans or Individualized Education Programs (IEPs), including collaborating with other professionals to meet the needs of all students.
- F. Demonstrate knowledge of the various categories of disabilities as outlined in the Individuals with Disabilities Education Act (IDEA) and of Child Find obligations and educational implications specific to children with unique learning differences.
- G.

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- D. Demonstrate understanding of the role of language and culture in learning, as well as how to accommodate instruction to support language acquisition to ensure that both language and content instruction are accessible across the content areas.

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- I. Interpret assessment results to enhance knowledge of students; evaluate and monitor development, learning, and progress; establish goals; and plan, differentiate, and continuously adjust learning activities and environments for individuals and groups.
- J. Demonstrate knowledge of a variety of types of systematic observation and documentation (e.g., anecdotal notes, checklists, data collection) and the ability to use these processes and procedures to gain insight into students' development, strengths, needs, and learning.

DOMAIN V—CONSTRUCTED RESPONSE