



GACE® English Assessment Test I (020) Curriculum Crosswalk

Required Coursework Numbers

Subarea I. Reading for Literature (37.5%)															
<i>Objective 1: Knows the major works, authors, and contexts of U.S., British, world, and young adult literature</i>															
A. Knows major works and authors of United States, British, world, and young adult literature															
B. Knows the historical, cultural, and literary contexts of major works and authors of United States, British, and world literature															
<i>Objective 2: Knows the defining characteristics of primary literary genres and of the major forms within those genres</i>															
A. Understands the defining characteristics of primary literary genres															
B. Knows the defining characteristics of major forms within each primary literary genre; e.g., poetry, ballad, haiku															
<i>Objective 3: Understands how to interpret and analyze literary text</i>															
A. Understands how textual evidence supports interpretations of a literary text															
B. Understands how authors develop themes in a variety of genres															

Required Coursework Numbers

<i>Objective 4: Understands literary elements and figurative language in text</i>																				
A. Understands how literary elements (e.g., characterization, setting, tone, dialect) contribute to the meaning of a text																				
B. Understands how figurative language contributes to the effect of a text																				
C. Understands how poetic devices and structure contribute to the effect of a poem																				
<i>Objective 5: Is familiar with commonly used research-based reading strategies and literary theories</i>																				
A. Understands how reading strategies (e.g., making predictions, making connections, summarizing) support comprehension																				
B. Knows commonly used research-based strategies for reading instruction; e.g., activating prior knowledge, modeling metacognitive practices, active reading, differentiation																				
C. Is familiar with various literary theories (e.g., reader-response, feminist criticism) for interpreting and critiquing literary texts																				
Subarea II. Writing (37.5%)																				
<i>Objective 1: Understands the characteristics of various modes of writing and the importance of purpose and audience</i>																				
A. Understands the distinct characteristics of various modes of writing (e.g., informative, argumentative)																				

Required Coursework Numbers

B. Understands how awareness of task, purpose, and audience inform effective writing															
<i>Objective 2: Understands the characteristics of clear and coherent writing</i>															
A. Understands the characteristics of clear and coherent writing; e.g., supporting details, organization, conventions															
<i>Objective 3: Understands effective and ethical research practices in writing</i>															
A. Understands effective and ethical research practices, including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources appropriately															
<i>Objective 4: Knows commonly used research-based approaches to teaching writing and the use of digital media</i>															
A. Understands commonly used research-based approaches to teaching components of writing															
B. Knows approaches for instructing students on the effective use of digital media to support and enhance written communication															
Subarea III. Analysis (25%)															
<i>Objective 1: Can analyze the central idea and key literary elements of an excerpt from literature</i>															
A. Can analyze the central idea and key literary elements of a poetry or prose excerpt from American, British, or world literature of any period															

Required Coursework Numbers

<i>Objective 2: Can analyze student work and identify and describe appropriate instructional activities</i>															
A. Can analyze a given piece of student work or a classroom situation to determine strengths, weaknesses, and/or challenges to be addressed															
B. Can describe an instructional activity that addresses the identified strengths, weaknesses, and/or challenges															