



# GACE® Middle Grades Language Arts Assessment (011) Curriculum Crosswalk

## Required Coursework Numbers

<b>Subarea I. Reading (37%)</b>															
<i>Objective 1: Understands how to critically read, comprehend, and interpret literature</i>															
A. Knows the major works, authors, and contexts of United States (specifically Georgia authors) and world literature that are appropriate for adolescents															
B. Understands the defining characteristics of literary genres; e.g., poetry, literary nonfiction, drama															
C. Knows the defining characteristics of major subgenres; e.g., sonnet, historical fiction, functional text															
D. Understands how literal and inferential interpretations of a literary text can be supported with textual evidence															
E. Understands how a theme is developed within and across works from a wide variety of literary genres and other media															
F. Understands how literary elements (e.g., characterization, setting, plot development) contribute to the meaning of a text															
G. Understands how word choice (e.g., figurative language, connotative, or informal language) contribute to the meaning and tone of a text															
H. Understands how poetic devices and structure contribute to the meaning of a poem															

## Required Coursework Numbers

<i>Objective 2: Understands how to critically read, comprehend, and interpret informational text</i>																			
A. Understands how literal and inferential interpretations of an informational text can be supported with textual evidence																			
B. Knows a variety of organizational patterns that can be used to develop a central idea in an informational text																			
C. Understands how word choice (e.g., figurative, connotative, content-specific, or technical language) contributes to the meaning and tone of an informational text																			
D. Understands methods that authors use to convey purpose and perspective in informational texts																			
E. Understands methods that authors use in informational texts to appeal to a specific audience																			
F. Understands how authors develop and support a written argument in an informational text																			
G. Knows how to interpret media and non-print texts and how they influence an audience																			
<i>Objective 3: Knows how commonly used research-based reading strategies support comprehension</i>																			
A. Knows commonly used research-based strategies for reading instruction; e.g., activating prior knowledge, modeling metacognitive practices, active reading																			
B. Understands how reading strategies (e.g., making predictions, making connections, summarizing) support comprehension																			

## Required Coursework Numbers

<b>Subarea II. Writing, Speaking, and Listening (23%)</b>																		
<i>Objective 1: Understands the fundamental characteristics of writing, including research practices</i>																		
A. Understands the distinct characteristics of various types of writing; e.g., argumentative, informative/explanatory, narrative																		
B. Understands that effective writing is appropriate to the task, purpose, and audience																		
C. Understands the characteristics of clear and coherent writing; e.g., supporting details, organization, conventions																		
D. Knows effective and ethical research practices, including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources accurately																		
<i>Objective 2: Understands the components of effective oral communication</i>																		
A. Understands the components of effective speech and presentation delivery																		
B. Understands the components of effective oral communication in a variety of settings; e.g., one-on-one, in groups																		
<i>Objective 3: Understands how to incorporate teaching approaches, assessment, and diversity into classroom instruction</i>																		
A. Understands commonly used research-based approaches to teaching components of writing																		
B. Understands purposes and methods of assessing reading, writing, speaking, and listening																		

## Required Coursework Numbers

C. Knows that students bring various perspectives, cultures, and backgrounds to reading, writing, listening, and speaking and knows how to incorporate that awareness into classroom instruction															
<b>Subarea III. Language Use and Vocabulary (15%)</b>															
<i>Objective 1: Understands language use, the conventions of standard English, and vocabulary acquisition</i>															
A. Understands the conventions of standard English grammar, usage, syntax, and mechanics; e.g., sentence types, verb tenses, punctuation															
B. Understands the use of affixes, context, and syntax to determine word meaning															
C. Is familiar with variation in dialect and diction across regions, cultural groups, and time periods															
<i>Objective 2: Knows instructional approaches to support correct language usage and language and vocabulary development</i>															
A. Understands the use of print and digital reference materials to support correct language usage															
B. Knows commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners															

## Required Coursework Numbers

<b>Subarea IV. Analysis (25%)</b>															
<i>Objective 1: Understands how to critically read, comprehend, and interpret literature</i>															
A. Understands how literary elements (e.g., characterization, setting, plot development) contribute to the meaning of a text															
B. Understands how word choice (e.g., figurative language, connotative, or informal language) contributes to the meaning and tone of a text															
<i>Objective 2: Understands how to incorporate teaching approaches, assessment, and diversity into classroom instruction</i>															
A. Understands commonly used research-based approaches to teaching components of writing															
B. Knows that students bring various perspectives, cultures, and backgrounds to reading, writing, listening, and speaking and knows how to incorporate that awareness into classroom instruction															
C. Understands purposes and methods of assessing reading, writing, speaking, and listening															