



GACE® Middle Grades Reading Assessment (012) Curriculum Crosswalk

Required Coursework Numbers

Subarea I. Curriculum and Instruction (35%)															
<i>Objective 1: Understands the foundations of literacy acquisition and of reading and writing development</i>															
A. Recognizes and applies major theories and research evidence of reading and writing processes and development in adolescence; i.e. behaviorism, cognitivism, constructivism															
B. Demonstrates knowledge of first and second literacy acquisition and the role of native language in learning to read and write in a second language															
C. Explains and applies the research and theory of learning environments that support individual motivation to read and write															
D. Uses multiple sources of information to guide instructional planning to improve reading achievement of all students															
E. Implements the curriculum based on students' prior knowledge, real-world experiences, and interests															
F. Evaluates the curriculum to ensure that instructional goals and objectives in reading and writing are met															
G. Implements the curriculum through interdisciplinary connections using traditional print, digital, and online contexts															

Required Coursework Numbers

H. Demonstrates knowledge of selecting diverse literary and informational materials in a variety of genres at varying text complexity levels from traditional print, digital, and online resources															
I. Demonstrates knowledge about various materials and their uses to promote higher order thinking, interpretation, argumentation, and making text connections															
<i>Objective 2: Demonstrates an understanding of instructional approaches to meet students' needs</i>															
A. Selects and implements reading and writing approaches that are research-based and meet student needs															
B. Differentiates instructional approaches to meet students' reading and writing needs in academic and domain-specific vocabulary															
C. Differentiates instructional approaches to meet students' reading and writing needs in comprehension															
D. Differentiates instructional approaches to meet students' reading and writing needs in fluency															
E. Differentiates instructional approaches to meet students' reading and writing needs in writing															
F. Differentiates instructional approaches to meet students' reading and writing needs in motivation															
G. Provides instruction in the strategic use of traditional print, digital, and online resources as instructional tools to enhance student learning															
H. Adapts instructional approaches and materials to meet the language-proficiency needs of English-language learners															

Required Coursework Numbers

Subarea II. Assessment and Evaluation (35%)																	
<i>Objective 1: Understands the characteristics and purposes of assessments</i>																	
A. Demonstrates an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes																	
B. Describes the strengths and limitations of assessment tools and their appropriate uses																	
C. Recognizes the basic technical adequacy of assessments; e.g., reliability, content, and construct validity																	
D. Explains state assessment frameworks, proficiency standards, and student benchmarks																	
E. Selects or develops assessment tools to monitor student progress and to analyze instructional effectiveness																	
F. Selects and develops classroom assessments using consistent, fair, and equitable assessment procedures																	
<i>Objective 2: Understands how to interpret, use, and communicate student assessment data for multiple purposes</i>																	
A. Interprets and uses assessment data to analyze individual, group, and classroom performance and progress within and across content areas and disciplines																	
B. Analyzes and uses assessment data to plan and adjust instruction systematically and to select appropriate traditional print, digital, and online reading resources																	

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C. Uses assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching															
D. Identifies and interprets patterns in classroom and individual students' data															
E. Uses assessment data to collaboratively and/or individually modify instruction, monitor student progress, evaluate the effectiveness of instruction, and plan content literacy initiatives															
F. Communicates assessment purposes and a summary of results to appropriate audiences; i.e., student, parents or guardians, colleagues, and administrators															
Subarea III. Diversity and Literate Environment (30%)															
<i>Objective 1: Demonstrates an understanding of how to meet the needs of diverse learners</i>															
A. Demonstrates an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable															
B. Demonstrates an understanding of the ways in which diversity influences adolescent literacy development															
C. Demonstrates an understanding of the relationship between first- and second-language acquisition and literacy development															
D. Demonstrates an awareness of the various forms of diversity that exist in students, as well as in the surrounding community															

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E. Provides differentiated instruction and instructional materials, including traditional print, digital, and online resources, that emphasize diversity															
F. Provides instructional formats that engage students as agents of their own learning															
G. Arranges and/or modifies their classrooms to provide easy access to books, other instructional materials, and specific areas designed for a variety of individual, small-group, and whole-class activities to differentiate instruction															
H. Demonstrates a respectful attitude toward all learners and understands the roles of choice, motivation, and scaffolded support in creating positive social environments															
<i>Objective 2: Understands how creating a literate environment and professional learning contribute to student growth</i>															
A. Models and teaches students appropriate ways to interact with each other and adults in a positive social environment															
B. Creates supportive environments where English-language learners are encouraged and given many opportunities to use English															
C. Displays and models positive reading and writing behaviors															
D. Understands the roles that diverse families and communities play in helping students apply reading and writing skills to content learning															

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E. Creates strategies to involve all families, colleagues, and the community to support student learning															
F. Promotes student understanding of the value of reading traditional print, digital, and online resources in and out of school															
G. Demonstrates effective use of technology for improving student learning															
H. Recognizes and describes the importance of professional development for improving reading and writing in schools															
I. Describes effective ways to apply learning from professional development to instructional practices															