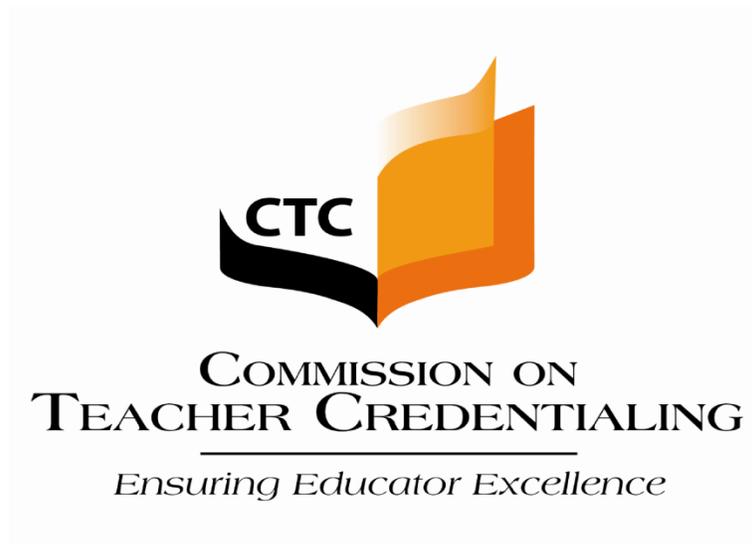


Alignment Matrix of English and Literacy Subject Matter Requirements And Program Elements



Subject Matter Requirements for California's Common Core State Standards

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Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811
(888) 921-2682 (toll free)

This handbook is available at:
<http://www.ctc.ca.gov/>

Alignment Matrix of English and Literacy Subject Matter Requirements (SMRs) and Program Elements (2013)

This matrix provides a structure through which prospective or current program sponsors can identify and link program elements to each sub-domain. Program elements are activities or events that were developed to ensure that candidates have multiple opportunities to learn and utilize the subject matter requirements for English and Literacy teachers. Examples of elements include course syllabi, specific lectures or assignments, and assessments.

For Initial Program Proposals, incorporate the syllabi into the proposal so that reviewers can cross-reference coursework identified in the matrix.

For Approved Program Sponsors when SMRs change, enter the course number, brief description of the lecture, assignment, or assessment. DO NOT submit the syllabi. In addition, please submit a list of required courses for the subject matter preparation program, including course title, number, and short description.

Example:

| Domains for English | Coursework, Assignments, Assessments |
|--|---|
| <p>Domain 1: Reading Literature and Informational Texts Candidates demonstrate knowledge of the foundations and contexts of reading literature and informational texts contained in California’s Common Core State Standards in English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (2010), the Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (2007), and when available the (2014 Draft Revision of the English Language Arts/English Language Development Framework) at a postsecondary level of rigor. Candidates have both broad and deep conceptual knowledge of the subject matter. The candidate's preparation should include breadth of knowledge in literature, literary analysis and criticism, as well as informational text analysis. Literary analysis presumes in-depth exploration of the relationship between form and content. The curriculum should embrace representative selections from multiple literary traditions and major works from diverse cultures. Advanced study of authors representing a broad range of literary periods and cultures is fundamental preparation for teaching these works. Shakespeare remains integral to the secondary school curriculum; advanced study of his work is, therefore, essential to future secondary teachers. Candidates must know and apply effective reading strategies and compose thoughtful, well-crafted responses to literary and informational texts. Candidates will be able to:</p> | |
| <p>1.1 Reading Literature a. Recognize, compare, and analyze works from different literary traditions to include:</p> <ul style="list-style-type: none"> ◆ American (including works that represent cultural pluralism) ◆ British (including works that represent cultural pluralism)World literature and literature in translation (including cross-cultural literature) ◆ Mythology and oral tradition from a broad range of cultures | <p>1.1 Reading Literature a. Recognize, compare, and analyze works from different literary traditions to include:</p> <ul style="list-style-type: none"> ▪ American (including works that represent cultural pluralism) ENGL 362 Survey of American Literature assigns an 8-10 page research paper on arguing, analyzing, and evaluating an aspect of diversity in one of the assigned multicultural texts, • British (including works that represent cultural pluralism) ENGL 286 Survey of British Literature I assigns texts engaging cultural pluralism such as gender... |

Content Domains for Subject Matter Understanding and Skill in English, Alignment Matrix (2013)¹

| Domains for English | Coursework, Assignments, Assessments |
|--|--------------------------------------|
| <p>Domain 1: Reading Literature and Informational Texts Candidates demonstrate knowledge of the foundations and contexts of reading literature and informational texts contained in California’s Common Core State Standards in English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (2010), the Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (2007), and when available the (2014 Draft Revision of the English Language Arts/English Language Development Framework) at a postsecondary level of rigor. Candidates have both broad and deep conceptual knowledge of the subject matter. The candidate's preparation should include breadth of knowledge in literature, literary analysis and criticism, as well as informational text analysis. Literary analysis presumes in-depth exploration of the relationship between form and content. The curriculum should embrace representative selections from multiple literary traditions and major works from diverse cultures. Advanced study of authors representing a broad range of literary periods and cultures is fundamental preparation for teaching these works. Shakespeare remains integral to the secondary school curriculum; advanced study of his work is, therefore, essential to future secondary teachers. Candidates must know and apply effective reading strategies and compose thoughtful, well-crafted responses to literary and informational texts. Candidates will be able to:</p> | |
| <p>1.1 Reading Literature</p> <p>b. Recognize, compare, and analyze works from different literary traditions to include:</p> <ul style="list-style-type: none"> ◆ American (including works that represent cultural pluralism) ◆ British (including works that represent cultural pluralism) ◆ World literature and literature in translation (including cross-cultural literature) ◆ Mythology and oral tradition from a broad range of cultures <p>b. Trace development of major literary movements in historical periods (e.g., Homeric Greece, medieval, neoclassic, romantic, modern)</p> <p>c. Describe the salient features of adolescent/Young Adult literature</p> <p>d. Demonstrate critical thinking and analytic skills through close reading of texts</p> <p>e. Cite strong and thorough textual evidence to support analysis of what a literary text says explicitly as well as inferences drawn from the text</p> <p>f. Determine themes or central ideas of a literary text and analyze their development over the course of the text</p> <p>g. Analyze and interpret major literary works in historical, aesthetic, political, and philosophical contexts</p> | |
| <p>1.2 Craft and Structure of Literature</p> <p>a. Distinguish salient features of genres (e.g., short story,</p> | |

¹ This version of the Subject Matter Requirements for English contains the full Domain descriptions which were not included in the prior 2013 version of the SMRs for the Common Core State Standards in English (2013).

| Domains for English | Coursework, Assignments, Assessments |
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| <p>drama, poetry, novel, creative nonfiction)</p> <ul style="list-style-type: none"> b. Define and analyze basic elements of literature (e.g., plot, setting, character, point of view, theme, narrative structure, figurative language, tone, diction, style) c. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed) d. Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy) e. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings f. Analyze the impact of an author's specific word choices on meaning and tone, including words with multiple meanings g. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the use of flashbacks) contribute to its overall structure and meaning as well as its aesthetic impact h. Analyze point of view, including how authors develop and contrast points of view of different characters or narrators and particular points of view or cultural experiences reflected in works of world literature | |
| <p>1.3 Reading Informational Texts</p> <ul style="list-style-type: none"> a. Cite strong and thorough textual evidence to support analysis of what an informational text (e.g., literary nonfiction, historical, scientific, technical texts) says explicitly as well as inferences drawn from the text b. Determine central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis c. Provide an objective summary of an informational text d. Analyze a complex set of ideas or sequence of events in an informational text and explain how specific individuals, ideas, or events interact and develop over the course of the text e. Compare various features of print and non-print media (e.g., film, television, Internet) f. Evaluate the structure and content of a variety of consumer, workplace, and public documents g. Interpret individual informational texts in their cultural, social, and political contexts | |
| <p>1.4 Craft and Structure of Informational Texts</p> <ul style="list-style-type: none"> a. Determine the meaning of words and phrases as they are | |

| Domains for English | Coursework, Assignments, Assessments |
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| <p>used in an informational text, including figurative, connotative, and technical meanings, and analyze how an author uses and refines the meaning of a key term or terms over the course of a text</p> <p>b. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging</p> <p>c. Analyze the use of text features (e.g., graphics, headers, captions) in public documents</p> <p>d. Determine an author's point of view and/or purpose in an informational text and analyze how style and content advance that point of view and/or purpose, including how effective rhetoric and content contribute to the power, persuasiveness, or aesthetics of the text</p> | |
| <p>1.5 Integration of Knowledge and Ideas in Informational Texts</p> <p>a. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively, spoken, performed, written) in order to address a question or solve a problem</p> <p>b. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy</p> <p>c. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features</p> | |
| <p>1.6 Text Complexity</p> <p>a. Evaluate text complexity using quantitative tools and measures, as well as knowledge of qualitative dimensions such as levels of meaning, structure, language conventionality and clarity, and background knowledge demands</p> <p>b. Identify levels of text complexity within grade band ranges</p> <p>c. Apply knowledge of reader variables such as language, motivation, background knowledge, skill levels, and experiences, as well as task variables such as purpose and complexity when matching readers to a text and task</p> | |
| <p>Domain 2. Language, Linguistics, and Literacy</p> <p>Candidates demonstrate knowledge of the foundations and contexts of the language, linguistics, and literacy contained in California's Common Core State Standards in English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (2010), and the Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (2007), and when available the (2014 Draft Revision of the English Language Arts/English Language Development Framework) at a</p> | |

| Domains for English | Coursework, Assignments, Assessments |
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| <p>postsecondary level of rigor. Candidates have both broad and deep conceptual knowledge of the subject matter. The diversity of the California student population requires the candidate to understand the principles of language acquisition and development. Candidates must become knowledgeable about the nature of human language, language variation, and historical and cultural perspectives on the development of English. In addition, candidates must acquire a complex understanding of the development of English literacy among both native and non-native speakers. Candidates will be able to:</p> | |
| <p>2.1 Human Language Structures</p> <ul style="list-style-type: none"> a. Demonstrate knowledge of the nature of human language, differences among languages, the universality of linguistic structures, and language change across time, locale, and communities b. Demonstrate knowledge of word analysis, including sound patterns (phonology) and inflection, derivation, compounding, roots and affixes (morphology) c. Demonstrate knowledge of sentence structures (syntax), word and sentence meanings (semantics), and language function in communicative context (pragmatics) | |
| <p>2.2 Acquisition and Development of Language and Literacy</p> <ul style="list-style-type: none"> a. Explain the influences of cognitive, affective, and sociocultural factors on language acquisition and development b. Explain the influence of a first language on the acquisition of a subsequent language c. Describe methods and techniques for developing academic literacy (e.g., tapping prior knowledge through semantic mapping, word analogies, cohesion analysis) d. Demonstrate the ability to consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of words and/or determine or clarify their precise meaning, part of speech, etymology, and/or standard usage e. Apply knowledge of general academic and domain-specific words and phrases f. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology g. Describe and explain cognitive elements of reading and writing processes (e.g., decoding and encoding, constructing meaning, recognizing and using text conventions of different genres) h. Explain metacognitive strategies for making sense of text (e.g., pre-reading activities, predicting, questioning, word analysis, concept formation) | |
| <p>2.3 Grammatical Structures of English</p> <ul style="list-style-type: none"> a. Identify methods of sentence construction (e.g., sentence | |

| Domains for English | Coursework, Assignments, Assessments |
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| <p>combining with coordinators and subordinators; sentence embedding and expanding with clausal and phrasal modifiers)</p> <p>b. Analyze parts of speech and their distinctive structures and functions (e.g., noun phrases including count and noncount nouns and the determiner system; prepositions, adjectives, and adverbs; word transformations)</p> <p>c. Describe the forms and functions of the English verb system (e.g., modals, verb complements, verbal phrases)</p> <p>d. Recognize conventions of English orthography and changes in word meaning and pronunciation</p> | |
| <p>Domain 3: Composition and Rhetoric</p> <p>Candidates demonstrate knowledge of the foundations and contexts of the composition and rhetoric contained in California’s Common Core State Standards in English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (2010), the Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (2007), and when available the (2014 Draft Revision of the English Language Arts/English Language Development Framework) at a postsecondary level of rigor. Candidates have both broad and deep conceptual knowledge of the subject matter. Candidates face dynamic challenges in the domains of oral and written communication. They must make appropriate use of current text-production technologies and develop awareness of patterns of communication used by diverse social and cultural groups. Candidates are competent writers and speakers who are able to communicate appropriately in various rhetorical contexts, using effective text structures, word choice, sentence options, standard usage conventions, and advanced research methods as needed. Candidates develop skills and confidence in public speaking. Candidates will be able to:</p> | |
| <p>3.1 Writing Processes (Individual and Collaborative)</p> <p>a. Reflect on and describe their own writing processes</p> <p>b. Develop and strengthen writing as needed by freewriting, planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience</p> <p>c. Clarify and record meaning using strategies such as creating graphic organizers, outlines, notes, charts, summaries, or précis</p> | |
| <p>3.2 Text Types and Purposes</p> <p>a. Recognize and use a variety of writing applications (e.g., argument, informative/explanatory text, narrative, business and technical documents, historical investigation)</p> <p>b. Demonstrate awareness of audience, purpose, and context</p> <p>c. Recognize and use various text structures (e.g., narrative and non-narrative organizational patterns)</p> <p>d. Apply a variety of methods to develop ideas within an essay (e.g., analogy, cause and effect, compare and contrast, definition, illustration, description, hypothesis)</p> <p>e. Demonstrate the ability to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>f. Apply rhetorical techniques to develop arguments,</p> | |

| Domains for English | Coursework, Assignments, Assessments |
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| <p>including appeals to logic through inductive/deductive reasoning and appeals to emotion or ethical belief</p> <p>g. Demonstrate the ability to write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>h. Use evidence from literary texts to support analysis and reflection and to compose creative and aesthetically compelling responses to literature</p> | |
| <p>3.3 Production and Distribution of Writing</p> <p>a. Produce clear writing by employing precise and extensive vocabulary and effective diction to control voice, style, and tone</p> <p>b. Produce coherent writing by using clause-joining techniques (e.g., coordinators, subordinators, punctuation) to express logical connections between ideas</p> <p>c. Identify and use clausal and phrasal modifiers to control flow, pace, and emphasis (e.g., adjective clauses, appositives, participles and verbal phrases, absolutes)</p> <p>d. Identify and use devices to control focus in sentence and paragraph (e.g., active and passive voice, expletives, concrete subjects, transitional phrases)</p> <p>e. Demonstrate the ability to use technology, including the Internet, to produce, publish, and update individual or shared writing products</p> | |
| <p>3.4 Conventions of Oral and Written Language</p> <p>a. Apply knowledge of linguistic structure to identify and use the conventions of standard English</p> <p>b. Recognize, understand, and use a range of conventions in both spoken and written English, including:</p> <ul style="list-style-type: none"> ◆ Conventions of effective sentence structure (e.g., clear pronoun reference, parallel structure, appropriate verb tense) ◆ Preferred usage (e.g., verb/subject agreement, pronoun agreement, idioms) ◆ Conventional forms of spelling ◆ Capitalization and punctuation <p>c. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p> | |
| <p>3.5 Research to Build and Present Knowledge</p> <p>a. Demonstrate knowledge of strategies for developing and applying research questions</p> <p>b. Demonstrate knowledge of methods of inquiry and investigation</p> <p>c. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each</p> | |

| Domains for English | Coursework, Assignments, Assessments |
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| <p>source in terms of the task, purpose, and knowledge; and critically evaluate the quality of the sources</p> <p>d. Interpret and apply findings</p> <p>e. Integrate information into a written text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following professional conventions and ethical standards of citation and attribution, including footnotes and endnotes</p> | |
| <p>Domain 4. Communications: Speech, Media, and Creative Performance</p> <p>Candidates demonstrate knowledge of the foundations and contexts of the speech, media, and creative performance contained in California’s Common Core State Standards in English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (2010), the Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (2007), and when available the (2014 Draft Revision of the English Language Arts/English Language Development Framework) at a postsecondary level of rigor. Candidates have both broad and deep conceptual knowledge of the subject matter. The Reading/Language Arts Framework for California Public Schools (2007) puts consistent emphasis on analysis and evaluation of oral and media communication as well as on effective public speaking and performance. The candidate must possess the breadth of knowledge needed to integrate journalism, technological media, speech, and dramatic performance into the language arts curriculum, including awareness of cultural approaches to communication. The candidate skillfully applies the artistic and aesthetic tools required for creative expression. Candidates will be able to:</p> | |
| <p>4.1 Non-Written Communication</p> <p>a. Identify features of, and deliver oral performance in, a variety of forms (e.g., impromptu, extemporaneous, persuasive, expository, interpretive, debate)</p> <p>b. Demonstrate knowledge of performance skills (e.g., diction, clear enunciation, vocal rate, range, pitch, and volume; gestures and posture; appropriate eye contact; response to audience)</p> <p>c. Articulate principles of speaker/audience interrelationship (e.g., interpersonal communication, group dynamics, public address)</p> <p>d. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone</p> <p>e. Identify and demonstrate collaborative communication skills in discussions (e.g., one on one, in groups, teacher led) and in a variety of roles (e.g., listening supportively, facilitating, synthesizing, stimulating higher level critical thinking through inquiry)</p> <p>f. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to</p> | |

| Domains for English | Coursework, Assignments, Assessments |
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| <p>purpose, audience, and a range of formal and informal tasks</p> <p>g. Demonstrate knowledge of skills needed for planning and delivering a reflective narrative that explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes</p> <p>h. Demonstrate knowledge of skills needed for planning and presenting an argument that supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented</p> | |
| <p>4.2 Media Analysis and Applications</p> <p>a. Analyze the impact on society of a variety of media forms (e.g., television, advertising, radio, Internet, film)</p> <p>b. Recognize and evaluate strategies used by media to inform, persuade, entertain, and transmit culture, including rhetorical techniques such as logical fallacies, appeals to emotion, and analogies</p> <p>c. Analyze persuasive speech in media and understand the patterns of organization and the use of persuasive language, reasoning, and proof</p> <p>d. Identify aesthetic effects of a media presentation</p> <p>e. Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p> <p>f. Demonstrate knowledge of how to make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p> | |
| <p>4.3 Dramatic Performance</p> <p>a. Describe and use a range of rehearsal strategies to effectively mount a production (e.g., teambuilding, scheduling, organizing resources, setting priorities, memorization techniques, improvisation, physical and vocal exercises)</p> <p>b. Employ basic elements of character analysis and approaches to acting, including physical and vocal techniques, that reveal character and relationships</p> | |

| Domains for English | Coursework, Assignments, Assessments |
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| <ul style="list-style-type: none"> c. Analyze dramatic works and use textual evidence to inform play production choices (e.g., direction, lighting, sound, costumes, scenery) d. Apply fundamentals of stage directing, including conceptualization, blocking (movement patterns), tempo, and dramatic arc (rising and falling action) e. Demonstrate facility in a variety of oral performance traditions (e.g., storytelling, epic poetry, recitation) | |