

Texas Educator Certification Examination Program

Field 811: Core EC–6 English Language Arts and Reading

Examination Framework

August 2025

Domain	Range of Competencies
I. English Language Arts and Reading	001–005

**811: CORE EC–6 ENGLISH LANGUAGE ARTS AND READING
EXAMINATION FRAMEWORK**

DOMAIN I—ENGLISH LANGUAGE ARTS AND READING

Competency 001 (Foundational Language Skills): *Apply knowledge of evidence-based and research-based instructional practices, strategies, and activities for developing students' understanding of oral language, including using appropriate vocabulary, using resources to determine meaning and pronunciation, developing self-sustained reading habits, listening actively to ask and answer questions, and using the writing process, as described in the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) (Grades 4 through 6).*

For example:

- A. Demonstrate knowledge of how to promote students' understanding of using listening, speaking, reading, writing, and thinking to develop oral language skills and vocabulary.
- B. Demonstrate knowledge of how to promote students' understanding of using language for multiple purposes, including communicating needs and wants, engaging in a variety of conversations, and demonstrating knowledge.
- C. Demonstrate knowledge of how to promote students' understanding of developing vocabulary and using vocabulary expressively and in correct contexts.
- D. Demonstrate knowledge of how to promote students' understanding of using print and digital resources to determine meaning and pronunciation of unknown words, including multiple-meaning words and words with affixes and Greek and Latin roots.
- E. Demonstrate knowledge of how to promote students' understanding of writing legibly in print and cursive.
- F. Demonstrate knowledge of how to promote students' understanding of selecting grade-appropriate texts and reading with fluency and comprehension for sustained periods of time.
- G. Apply knowledge of how to use and interpret the results of formative and summative assessments to understand students' thinking, identify strengths and progress toward mastery, and identify and respond to gaps in knowledge and understanding related to foundational language skills.
- H. Apply knowledge of key factors to consider in planning and delivering differentiated and explicit instruction, scaffolding, interventions, and flexible grouping to address the assessed strengths and needs of all students in foundational language skills.

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Competency 002 (Comprehension and Response Skills): *Apply knowledge of evidence-based and research-based instructional practices, strategies, and activities for developing students' understanding of using metacognitive skills to develop and deepen comprehension of, and respond to, increasingly complex texts and a variety of sources that are read, heard, or viewed, as described in the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) (Grades 4 through 6).*

For example:

- A. Demonstrate knowledge of how to promote students' understanding of using listening, speaking, reading, writing, and thinking to develop comprehension and response skills.
- B. Demonstrate knowledge of how to promote students' understanding of establishing a purpose for reading assigned and self-selected texts and generating questions about texts before, during, and after reading to deepen understanding and gain information.
- C. Demonstrate knowledge of how to promote students' understanding of identifying and describing connections to ideas in texts (e.g., personal, between texts, and between texts and society) while reading.
- D. Demonstrate knowledge of how to promote students' understanding of making, correcting, and confirming inferences and predictions using text evidence, text features, and genre characteristics to support understanding.
- E. Demonstrate knowledge of how to promote students' understanding of evaluating details in a text to determine key ideas; discussing and writing responses to texts that demonstrate understanding, including comparing and contrasting ideas across and within a variety of sources and genres; and reflecting on and adjusting responses to texts as new evidence is presented.
- F. Demonstrate knowledge of how to promote students' understanding of synthesizing information to create new understanding and to retell, paraphrase, and summarize texts in ways that maintain meaning and logical order.
- G. Demonstrate knowledge of how to promote students' understanding of creating mental images to deepen understanding and to provide oral, pictorial, and written responses to literary and informational texts and of how to promote students' understanding of interacting with sources in various ways (e.g., illustrating, writing, note-taking, annotating) using newly acquired vocabulary.
- H. Demonstrate knowledge of how to promote students' understanding of monitoring comprehension and making adjustments when understanding breaks down (e.g., rereading, asking questions, using background knowledge).
- I. Apply knowledge of how to use and interpret the results of formative and summative assessments to understand students' thinking, identify strengths and progress toward mastery, and identify and respond to gaps in knowledge and understanding related to comprehension and response skills.
- J. Apply knowledge of key factors to consider in planning and delivering differentiated and explicit instruction, scaffolding, interventions, and flexible grouping to address the assessed strengths and needs of all students in comprehension and response skills.

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Competency 003 (Literary Elements and Genres): *Apply knowledge of evidence-based and research-based instructional practices, strategies, and activities for developing students' understanding of recognizing and analyzing genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and a variety of texts, as described in the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) (Grades 4 through 6).*

For example:

- A. Demonstrate knowledge of how to promote students' understanding of using listening, speaking, reading, writing, and thinking to develop knowledge of literary elements and genres.
- B. Demonstrate knowledge of how to promote students' understanding of using text evidence to discuss topics and determine the theme in a variety of literary sources.
- C. Demonstrate knowledge of how to promote students' understanding of identifying and describing main characters, plot elements, the importance of setting and how it influences character and plot development, and relationships between characters in a variety of literary sources.
- D. Demonstrate knowledge of how to promote students' understanding of distinguishing structure and characteristics of well-known children's literature and poems, as well as dramatic, persuasive, and informational texts.
- E. Demonstrate knowledge of how to promote students' understanding of identifying and analyzing characteristics of multimodal and digital texts.
- F. Apply knowledge of how to use and interpret the results of formative and summative assessments to understand students' thinking, identify strengths and progress toward mastery, and identify and respond to gaps in knowledge and understanding related to literary elements and genres.
- G. Apply knowledge of key factors to consider in planning and delivering differentiated and explicit instruction, scaffolding, interventions, and flexible grouping to address the assessed strengths and needs of all students in literary elements and genres.

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Competency 004 (Author's Purpose and Craft and Composition): *Apply knowledge of evidence-based and research-based instructional practices, strategies, and activities for developing students' understanding of analyzing authors' choices and how they influence and communicate meaning within a variety of texts. Demonstrate knowledge of how to promote students' application of this understanding to their own products and performances while using the writing process recursively to compose multiple meaningful texts in various genres that are legible and use appropriate conventions, as described in the Texas Prekindergarten Guidelines and the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) (Kindergarten through Grade 6).*

For example:

- A. Demonstrate knowledge of how to promote students' understanding of using listening, speaking, reading, writing, and thinking to develop composition skills and knowledge of author's purpose and craft.
- B. Demonstrate knowledge of how to promote students' understanding of determining authors' purposes for writing texts and how the use of text structure contributes to the purpose; explaining how authors use words to help readers visualize; and listening to and experiencing first- and third-person texts.
- C. Demonstrate knowledge of how to promote students' understanding of analyzing authors' uses of print and graphic features to achieve specific purposes and of how students can apply print and graphic features to develop their own products and performances.
- D. Demonstrate knowledge of how to promote students' understanding of selecting a specific genre, topic, purpose, and audience to plan drafts using a variety of brainstorming strategies; developing drafts to organize ideas using structure and specific and relevant details; and revising drafts to add, delete, rearrange, and combine ideas for coherence and clarity.
- E. Demonstrate knowledge of how to promote students' understanding of editing drafts using standard English conventions and publishing and sharing class-made and individually written products.
- F. Demonstrate knowledge of how to promote students' understanding of dictating or composing literary, argumentative, and informational texts and correspondences with others for multiple purposes (e.g., writing thank-you letters, requesting information).
- G. Apply knowledge of how to use and interpret the results of formative and summative assessments to understand students' thinking, identify strengths and progress toward mastery, and identify and respond to gaps in knowledge and understanding related to composition skills and skills in author's purpose and craft.
- H. Apply knowledge of key factors to consider in planning and delivering differentiated and explicit instruction, scaffolding, interventions, and flexible grouping to address the assessed strengths and needs of all students in composition skills and skills in author's purpose and craft.

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Competency 005 (Inquiry and Research): *Apply knowledge of evidence-based and research-based instructional practices, strategies, and activities for developing students' understanding of engaging in short-term and sustained recursive inquiry processes for a variety of purposes, as described in the Texas Prekindergarten Guidelines and the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) (Kindergarten through Grade 6).*

For example:

- A. Demonstrate knowledge of how to promote students' understanding of using listening, speaking, reading, writing, and thinking to develop inquiry and research skills.
- B. Demonstrate knowledge of how to promote students' understanding of generating and clarifying questions for formal and informal inquiry, and of refining a primary research question guided by a secondary set of research questions.
- C. Demonstrate knowledge of how to promote students' understanding of developing and following a research plan.
- D. Demonstrate knowledge of how to promote students' understanding of identifying, gathering, and examining primary and secondary sources and information for reliability, credibility, and fairness to answer questions and synthesize and display comprehension of the information gathered.
- E. Demonstrate knowledge of how to promote students' understanding of interpreting material by sequencing, categorizing, predicting, comparing and contrasting, and identifying the central idea; identifying fact and opinion and cause and effect; and identifying nonfiction text features.
- F. Demonstrate knowledge of how to promote students' understanding of citing sources appropriately and creating a works cited page and bibliography and of recognizing the difference between paraphrasing and plagiarism when using source materials.
- G. Demonstrate knowledge of how to promote students' understanding of using an appropriate mode of delivery (e.g., written, oral, multimodal) to present results.
- H. Apply knowledge of how to use and interpret the results of formative and summative assessments to understand students' thinking, identify strengths and progress toward mastery, and identify and respond to gaps in knowledge and understanding related to inquiry and research skills.
- I. Apply knowledge of key factors to consider in planning and delivering differentiated and explicit instruction, scaffolding, interventions, and flexible grouping to address the assessed strengths and needs of all students in inquiry and research skills.