

TE_xES
Texas Examinations of Educator Standards

**Field 113: English Language Arts and Reading/
Social Studies 4–8
Test Framework**

Domain	Range of Competencies
I. Language Arts, Part I: Oral Language, Early Literacy Development, Word Identification, and Reading Fluency	001–003
II. Language Arts, Part II: Reading Comprehension, Written Language, Study and Inquiry, and Viewing and Representing	004–009
III. Social Studies Content	010–014
IV. Social Studies Foundations, Skills, and Instruction	015–016

TEST FRAMEWORK FOR FIELD 113: ENGLISH LANGUAGE ARTS AND READING/SOCIAL STUDIES 4–8

Domain I Language Arts, Part I: Oral Language, Early Literacy Development, Word Identification, and Reading Fluency (approximately 17% of the test)

Standards Assessed:

English Language Arts and Reading (4-8) Standards I–III and VIII:

Oral Language: Teachers of students in grades 4–8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.

Foundations of Reading: Teachers of students in grades 4–8 understand the foundations of reading and early literacy development.

Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

Domain II Language Arts, Part II: Reading Comprehension, Written Language, Study and Inquiry, and Viewing and Representing (approximately 33% of the test)

Standards Assessed:

English Language Arts and Reading (4-8) Standards IV–VIII:

Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.

Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.

Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

Domain III Social Studies Content (approximately 36% of the test)

Standards Assessed:

Social Studies Standards IV–X:

History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.

Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.

Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

Government: The social studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.

Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

Domain IV Social Studies Foundations, Skills, and Instruction (approximately 14% of the test)
Standards Assessed:

Social Studies Standards I–III:

The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.

The social studies teacher effectively integrates the various social science disciplines.

The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation.

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DOMAIN I—LANGUAGE ARTS, PART I: ORAL LANGUAGE, EARLY LITERACY DEVELOPMENT, WORD IDENTIFICATION, AND READING FLUENCY

Competency 001 (Oral Language)

The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides a variety of instructional opportunities for students to develop listening and speaking skills.

The beginning teacher:

- Knows basic linguistic concepts (e.g., phonemes, segmentation) and developmental stages in acquiring oral language, including stages in phonology, semantics, syntax, and pragmatics, and recognizes that individual variations occur.
- Knows characteristics and uses of informal and formal oral language assessments and uses multiple, ongoing assessments to monitor and evaluate students' oral language skills.
- Provides language instruction that acknowledges students' current oral language skills and that builds on these skills to increase students' oral language proficiency.
- Plans, implements, and adapts instruction that is based on informal and formal assessment of students' progress in oral language development and that addresses the needs, strengths, and interests of individual students, including English Language Learners.
- Recognizes when oral language delays or differences warrant in-depth evaluation and additional help or intervention.
- Knows how to provide explicit, systematic oral language instruction and supports students' learning and use of oral language through meaningful and purposeful activities implemented one-to-one and in a group.
- Selects and uses instructional materials and strategies that promote students' oral language development; that respond to students' individual strengths, needs, and interests; that reflect cultural diversity; and that build on students' cultural, linguistic, and home backgrounds to enhance their oral language development.
- Understands relationships between the development of oral language and the development of reading and provides instruction that interrelates oral and written language to promote students' reading proficiency and learning (e.g., preview-review, discussion, questioning).

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- Knows similarities and differences between oral and written language and how to promote students' awareness of these similarities and differences.
- Selects and uses instructional strategies, materials, activities, and models to strengthen students' oral vocabulary and narrative skills in spoken language and teaches students to connect spoken and printed language.
- Selects and uses instructional strategies, materials, activities, and models to teach students skills for speaking to different audiences for various purposes and for adapting spoken language for various audiences, purposes, and occasions.
- Selects and uses instructional strategies, materials, activities, and models to teach students listening skills for various purposes (e.g., critical listening to evaluate a speaker's message, listening to enjoy and appreciate spoken language) and provides students with opportunities to engage in active, purposeful listening in a variety of contexts.
- Selects and uses instructional strategies, materials, activities, and models to teach students to evaluate the content and effectiveness of their own spoken messages and the messages of others.
- Knows how to promote students' development of oral communication skills through the use of technology.

Competency 002 (Early Literacy Development)

The teacher understands the foundations of early literacy development.

The beginning teacher:

- Understands the significance of phonological and phonemic awareness for reading and typical patterns in the development of phonological and phonemic awareness and recognizes that individual variations occur.
- Understands elements of the alphabetic principle (e.g., letter names, graphophonemic knowledge, the relationship of the letters in printed words to spoken language) and typical patterns of students' alphabetic skills development, and recognizes that individual variations occur.
- Understands that comprehension is an integral part of early literacy.
- Understands that not all written languages are alphabetic and that many alphabetic languages are more phonetically regular than English and knows the significance of this for students' literacy development in English.
- Understands that literacy acquisition generally develops in a predictable pattern from prereading (emergent literacy) to conventional literacy and recognizes that individual variations occur.
- Understands that literacy development occurs in multiple contexts through reading, writing, and the use of oral language.

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- Knows characteristics of informal and formal literacy assessments (e.g., screening devices, criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories, norm-referenced tests).
- Knows how to select, administer, and use results from informal and formal assessments of literacy acquisition.
- Knows how to use ongoing assessment to determine when a student needs additional help or intervention to bring the student's performance to grade level, based on state content and performance standards for reading in the Texas Essential Knowledge and Skills (TEKS).
- Analyzes students' errors in reading and responds to individual students' needs by providing focused instruction to promote literacy acquisition.
- Selects and uses instructional materials that build on the current language skills of individual students, including English Language Learners, to promote development from emergent literacy to conventional literacy.

Competency 003 (Word Identification Skills and Reading Fluency)

The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, and sight word vocabulary) and reading fluency and provides many opportunities for students to practice and improve word identification skills and reading fluency.

The beginning teacher:

- Understands that many students develop word analysis skills and reading fluency in a predictable sequence and recognizes that individual variations occur.
- Understands differences in students' development of word identification skills and reading fluency and knows instructional practices for meeting students' individual needs in these areas.
- Understands the connection of word identification skills and reading fluency to reading comprehension.
- Knows the continuum of word analysis skills in the statewide curriculum and grade-level expectations for attainment of these skills.
- Knows how students develop fluency in oral and silent reading.
- Understands that fluency involves rate, accuracy, and intonation and knows the norms for reading fluency that have been established in the Texas Essential Knowledge and Skills (TEKS) for various age and grade levels.
- Knows factors affecting students' word identification skills and reading fluency (e.g., home language, vocabulary development, learning disability).

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- Understands important phonetic elements and conventions of the English language.
- Knows a variety of informal and formal procedures for assessing students' word identification skills and reading fluency on an ongoing basis and uses appropriate assessments to monitor students' performance in these areas and to plan instruction for individual students, including English Language Learners.
- Analyzes students' errors in word analysis and uses the results of this analysis to inform future instruction.
- Applies norms and expectations for word identification skills and reading fluency, as specified in the Texas Essential Knowledge and Skills (TEKS), to evaluate students' reading performance.
- Knows how to use ongoing assessment of word identification skills and reading fluency to determine when a student needs additional help or intervention to bring the student's performance to grade level, based on state content and performance standards for reading in the Texas Essential Knowledge and Skills (TEKS).
- Knows strategies for decoding increasingly complex words, including using the alphabetic principle, structural cues (e.g., prefixes, suffixes, roots), and syllables, and for using syntax and semantics to support word identification and confirm word meaning.
- Selects and uses instructional strategies, materials, activities, and models to teach students to recognize high-frequency irregular words, to promote students' ability to decode increasingly complex words, and to enhance word identification skills for students reading at different levels.
- Selects and uses appropriate instructional strategies, materials, activities, and models to improve reading fluency for students reading at different levels (e.g., having students read independent-level texts, engage in repeated reading activities, use self-correction).

DOMAIN II—LANGUAGE ARTS, PART II: READING COMPREHENSION, WRITTEN LANGUAGE, STUDY AND INQUIRY, AND VIEWING AND REPRESENTING

Competency 004 (Reading Comprehension and Assessment)

The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension, and teaches students strategies for improving their comprehension.

The beginning teacher:

- Understands reading comprehension as an active process of constructing meaning.
- Understands the continuum of reading comprehension skills in the statewide curriculum and grade-level expectations for these skills.

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- Understands factors affecting students' reading comprehension (e.g., oral language development, word analysis skills, prior knowledge, language background, previous reading experiences, fluency, vocabulary development, ability to monitor understanding, characteristics of specific texts).
- Knows characteristics of informal and formal reading comprehension assessments (e.g., criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories, norm-referenced tests).
- Selects and uses appropriate informal and formal assessments to monitor and evaluate students' reading comprehension.
- Analyzes student errors and provides focused instruction in reading comprehension based on the strengths and needs of individual students, including English Language Learners.
- Knows how to use ongoing assessment to determine when a student needs additional help or intervention to bring the student's performance to grade level, based on state content and performance standards for reading in the Texas Essential Knowledge and Skills (TEKS).
- Understands metacognitive skills, including self-evaluation and self-monitoring skills, and teaches students to use these skills to enhance their own reading comprehension.
- Knows how to determine students' independent, instructional, and frustration reading levels and uses this information to select and adapt reading materials for individual students, as well as to guide their selection of independent reading materials.
- Uses various instructional strategies to enhance students' reading comprehension (e.g., linking text content to students' lives and prior knowledge, connecting related ideas across different texts, engaging students in guided and independent reading, guiding students to generate questions and apply knowledge of text topics).
- Knows how to provide students with direct, explicit instruction in the use of strategies to improve their reading comprehension (e.g., previewing, self-monitoring, visualizing, retelling).
- Uses various communication modes (e.g., written, oral) to promote students' reading comprehension.
- Understands levels of reading comprehension and how to model and teach literal, inferential, and evaluative comprehension skills.
- Knows how to provide instruction to help students increase their reading vocabulary.
- Understands reading comprehension issues for students with different needs and knows effective reading strategies for those students.

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- Knows the difference between guided and independent practice in reading and provides students with frequent opportunities for both.
- Knows how to promote students' development of an extensive reading and writing vocabulary by providing them with many opportunities to read and write.

Competency 005 (Reading Applications)

The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply these skills and strategies to enhance their reading proficiency.

The beginning teacher:

- Understands skills and strategies for understanding, interpreting, and evaluating different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks.
- Understands different purposes for reading and related reading strategies.
- Knows and teaches strategies to facilitate comprehension of different types of text before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, discussing texts).
- Provides instruction in comprehension skills that support students' transition from "learning to read" to "reading to learn" (e.g., matching comprehension strategies to different types of text and different purposes for reading).
- Understands the importance of reading as a skill in all content areas.
- Understands the value of using dictionaries, glossaries, and other sources to determine the meanings, pronunciations, and derivations of unfamiliar words and teaches students to use these sources.
- Knows how to teach students to interpret information presented in various formats (e.g., maps, tables, graphs) and how to locate, retrieve, and retain information from a range of texts and technologies.
- Knows how to help students comprehend abstract content and ideas in written materials (e.g., by using manipulatives, examples, diagrams).
- Knows literary genres (e.g., historical fiction, poetry, myths, fables) and their characteristics.
- Recognizes a wide range of literature and other texts appropriate for students.
- Provides multiple opportunities for students to listen and respond to a wide variety of children's and young people's literature, both fiction and nonfiction, and to recognize characteristics of various types of narrative and expository texts.

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- Understands and promotes students' development of literary response and analysis, including teaching students elements of literary analysis (e.g., story elements, features of different literary genres) and providing students with opportunities to apply comprehension skills to literature.
- Selects and uses a variety of materials to teach students about authors and about different purposes for writing.
- Provides students with opportunities to engage in silent reading and extended reading of a wide range of materials, including expository texts and various literary genres.
- Engages students in varied reading experiences and encourages students to interact with others about their reading.
- Uses strategies to encourage reading for pleasure and lifelong learning.
- Knows how to teach students strategies for selecting their own books for independent reading.
- Uses technology to promote students' literacy and teaches students to use technology to access a wide range of appropriate narrative and expository texts.

Competency 006 (Written Language—Writing Conventions)

The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

The beginning teacher:

- Knows predictable stages in the development of writing conventions (including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression) and recognizes that individual variations occur.
- Knows and applies appropriate instructional strategies and sequences to teach writing conventions and their applications to all students, including English Language Learners.
- Knows informal and formal procedures for assessing students' use of writing conventions and uses multiple, ongoing assessments to monitor and evaluate students' development in this area.
- Uses ongoing assessment of writing conventions to determine when a student needs additional help or intervention to bring the student's performance to grade level, based on state content and performance standards for writing in the Texas Essential Knowledge and Skills (TEKS).
- Analyzes students' errors in applying writing conventions and uses the results of this analysis as a basis for future instruction.
- Knows writing conventions and appropriate grammar and usage and provides students with direct instruction and guided practice in these areas.

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- Understands the contribution of conventional spelling toward success in reading and writing.
- Understands stages of spelling development (prephonetic, phonetic, transitional, and conventional) and how and when to support students' development from one stage to the next.
- Provides systematic spelling instruction and gives students opportunities to use and develop spelling skills in the context of meaningful written expression.

Competency 007 (Written Language—Composition)

The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

The beginning teacher:

- Knows predictable stages in the development of written language and recognizes that individual variations occur.
- Promotes student recognition of the practical uses of writing, creates an environment in which students are motivated to express ideas in writing, and models writing as an enjoyable activity and a tool for lifelong learning.
- Knows and applies appropriate instructional strategies and sequences to develop students' writing skills.
- Knows characteristics and uses of informal and formal written language assessments, and uses multiple, ongoing assessments to monitor and evaluate students' writing development.
- Uses assessment results to plan focused instruction to address the writing strengths, needs, and interests of all individuals and groups, including English Language Learners.
- Uses ongoing assessment of written language to determine when a student needs additional help or intervention to bring the student's performance to grade level, based on state content and performance standards for writing in the Texas Essential Knowledge and Skills (TEKS).
- Understands the use of self-assessment in writing and provides opportunities for students to self-assess their writings (e.g., for clarity, interest to audience, comprehensiveness) and their development as writers.
- Understands differences between first-draft writing and writing for publication, and provides instruction in various stages of writing, including prewriting, drafting, editing, and revising.
- Understands the development of writing in relation to the other language arts, and uses instructional strategies that connect these various aspects of language.

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- Understands similarities and differences between language (e.g., syntax, vocabulary) used in spoken and written English and helps students use knowledge of these similarities and differences to enhance their own writing.
- Understands writing for a variety of audiences, purposes, and settings, and provides students with opportunities to write for various audiences, purposes, and settings.
- Knows how to write using voices and styles appropriate for different audiences and purposes, and provides students with opportunities to write using various voices and styles.
- Understands the benefits of technology for teaching writing and writing for publication, and provides instruction in the use of technology to facilitate written communication.

Competency 008 (Viewing and Representing)

The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various media and provides students with opportunities to develop skills in this area.

The beginning teacher:

- Knows grade-level expectations in the Texas Essential Knowledge and Skills (TEKS) and procedures for assessing students' skills in interpreting, analyzing, evaluating, and producing visual images, messages, and meanings.
- Uses ongoing assessment and knowledge of grade-level expectations in the Texas Essential Knowledge and Skills (TEKS) to identify students' needs regarding the interpretation, analysis, evaluation, and production of visual images, messages, and meanings and to plan instruction.
- Understands characteristics and functions of different types of media (e.g., film, print) and knows how different types of media influence and inform.
- Compares and contrasts print, visual, and electronic media (e.g., films and written stories).
- Evaluates how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, news photographers) represent messages and meanings and provides students with varied opportunities to interpret and evaluate visual images in various media.
- Knows how to teach students to analyze visual image makers' choices (e.g., style, elements, media) and evaluate how these choices help to represent or extend meaning.
- Provides students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations and to use media to compare ideas and points of view.

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- Knows steps and procedures for producing visual images, messages, and meanings to communicate with others.
- Teaches students how to select, organize, and produce visuals to complement and extend meanings.
- Provides students with opportunities to use technology to produce various types of communications (e.g., class newspapers, multimedia reports, video reports) and helps students analyze how language, medium, and presentation contribute to the message.

Competency 009 (Study and Inquiry Skills)

The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.

The beginning teacher:

- Understands study and inquiry skills (e.g., using text organizers; taking notes; outlining; drawing conclusions; applying test-taking strategies; previewing; setting purposes for reading; locating, organizing, evaluating, and communicating information; summarizing information; using multiple sources of information; interpreting and using graphic sources of information) and knows the significance of these skills for student learning and achievement.
- Knows grade-level expectations for study and inquiry skills in the Texas Essential Knowledge and Skills (TEKS) and procedures for assessing students' development and use of these skills.
- Knows and applies instructional practices that promote the acquisition and use of study and inquiry skills across the curriculum by all students, including English Language Learners.
- Knows how to provide students with varied and meaningful opportunities to learn and apply study and inquiry skills to enhance their achievement across the curriculum.
- Uses ongoing assessment and knowledge of grade-level expectations in the Texas Essential Knowledge and Skills (TEKS) to identify students' needs regarding study and inquiry skills, to determine when a student requires additional help or intervention, and to plan instruction.
- Responds to students' needs by providing direct, explicit instruction to promote the acquisition and use of study and inquiry skills.

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DOMAIN III—SOCIAL STUDIES CONTENT

Competency 010 (History)

The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas, and relationships between the past, the present, and the future, as defined by the Texas Essential Knowledge and Skills (TEKS).

The beginning teacher:

- Understands traditional historical points of reference in the history of Texas, the United States, and the world.
- Analyzes how individuals, events, and issues shaped the history of Texas, the United States, and the world.
- Analyzes the influence of various factors (e.g., geographic contexts, processes of spatial exchange, science and technology) on the development of societies.
- Knows common characteristics of communities, past and present.
- Applies knowledge of the concept of chronology and its use in understanding history and historical events.
- Applies different methods of interpreting the past to understand, evaluate, and support multiple points of view, frames of reference, and the historical context of events and issues.
- Understands similarities and differences among Native-American groups in Texas, the United States, and the Western Hemisphere before European colonization.
- Understands the causes and effects of European exploration and colonization of Texas, the United States, and the Western Hemisphere.
- Understands the foundations of representative government in the United States, significant issues of the revolutionary era, and challenges confronting the U.S. government in the early years of the republic.
- Understands westward expansion and analyzes its effects on the political, economic, and social development of the United States.
- Analyzes ways in which political, economic, and social factors led to the growth of sectionalism and the Civil War.
- Knows individuals, issues, and events of the Civil War and analyzes the effects of Reconstruction on the political, economic, and social life of the nation.
- Demonstrates knowledge of major U.S. reform movements of the nineteenth century (e.g., abolitionist, women's suffrage, temperance).

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- Understands important issues, events, and individuals of the twentieth century in Texas, the United States, and the world.
- Understands the contributions of people of various racial, ethnic, and religious groups in Texas, the United States, and the world.
- Analyzes ways in which particular contemporary societies reflect historical events (e.g., invasion, conquests, colonization, immigration).

Competency 011 (Geography)

The teacher understands and applies knowledge of geographic relationships involving people, places, and environments in Texas, the United States, and the world, as defined by the Texas Essential Knowledge and Skills (TEKS).

The beginning teacher:

- Understands and applies the geographic concept of region.
- Knows the location and the human and physical characteristics of places and regions in Texas, the United States, and the world.
- Analyzes ways in which humans adapt to, use, and modify the physical environment.
- Knows how regional physical characteristics and human modifications to the environment affect people's activities and settlement patterns.
- Analyzes ways in which location (absolute and relative) affects people, places, and environments.
- Demonstrates knowledge of physical processes (e.g., erosion, deposition, and weathering; plate tectonics; sediment transfer; the flows and exchanges of energy and matter in the atmosphere that produce weather and climate) and their effects on environmental patterns.
- Understands the characteristics, distribution, and migration of populations in Texas, the United States, and the world.
- Understands the physical environmental characteristics of Texas, the United States, and the world, past and present, and how humans have adapted to and modified the environment.
- Analyzes how geographic factors have influenced the settlement patterns, economic development, political relationships, and policies of societies and regions in Texas, the United States, and the world.
- Analyzes interactions between people and the physical environment and the effects of these interactions on the development of places and regions.

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Competency 012 (Economics)

The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute, and consume goods and services, as defined by the Texas Essential Knowledge and Skills (TEKS).

The beginning teacher:

- Understands that basic human needs are met in many ways.
- Understands and applies knowledge of basic economic concepts (e.g., goods and services, free enterprise, interdependence, needs and wants, scarcity, economic system, factors of production).
- Demonstrates knowledge of the ways in which people organize economic systems, and similarities and differences among various economic systems around the world.
- Understands the value and importance of work and purposes for spending and saving money.
- Demonstrates knowledge of patterns of work and economic activities in Texas, the United States, and the world, past and present.
- Understands the characteristics, benefits, and development of the free-enterprise system in Texas and the United States.
- Analyzes the roles of producers and consumers in the production of goods and services.
- Demonstrates knowledge of how businesses operate in the U.S. free-enterprise system.
- Applies knowledge of the effects of supply and demand on consumers and producers in a free-enterprise system.
- Demonstrates knowledge of categories of economic activities and methods used to measure a society's economic level.
- Uses economic indicators to describe and measure levels of economic activity.
- Understands major events and trends in economic history (e.g., factors leading societies to change from agrarian to urban, economic reasons for exploration and colonization, economic forces leading to the Industrial Revolution, processes of economic development in world areas, factors leading to the emergence of different patterns of economic activity in regions of the United States).
- Analyzes the interdependence of the Texas economy with the United States and the world.
- Applies knowledge of significant economic events and issues and their effects in Texas, the United States, and the world.

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Competency 013 (Government and Citizenship)

The teacher understands and applies knowledge of government, democracy, and citizenship, including ways in which individuals and groups achieve their goals through political systems, as defined by the Texas Essential Knowledge and Skills (TEKS).

The beginning teacher:

- Understands the purpose of rules and laws; the relationship between rules, rights, and responsibilities; and the individual's role in making and enforcing rules and ensuring the welfare of society.
- Knows the basic structure and functions of the U.S. government, the Texas government, and local governments (including the roles of public officials) and relationships among national, state, and local governments.
- Demonstrates knowledge of key principles and ideas in major political documents of Texas and the United States (e.g., Declaration of Independence, U.S. Constitution, Texas Constitution) and relationships among political documents.
- Knows how people organized governments in colonial America and during the early development of Texas.
- Understands the political process in the United States and Texas and how the U.S. political system works.
- Demonstrates knowledge of types of government (e.g., constitutional, totalitarian) and their effectiveness in meeting citizens' needs.
- Knows the formal and informal process of changing the U.S. and Texas constitutions and the impact of changes on society.
- Understands the impact of landmark Supreme Court cases.
- Understands components of the democratic process (e.g., voluntary individual participation, effective leadership, expression of different points of view) and their significance in a democratic society.
- Demonstrates knowledge of important customs, symbols, and celebrations that represent American beliefs and principles and contribute to national unity.
- Analyzes the relationship among individual rights, responsibilities, and freedoms in democratic societies.
- Applies knowledge of the rights and responsibilities of citizens in Texas and the United States, past and present.
- Understands how the nature, rights, and responsibilities of citizenship vary among societies.

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Competency 014 (Culture; Science, Technology, and Society)

The teacher understands and applies knowledge of cultural development, adaptation, and diversity, and understands and applies knowledge of interactions among science, technology, and society, as defined by the Texas Essential Knowledge and Skills (TEKS).

The beginning teacher:

- Understands basic concepts of culture and the processes of cultural adaptation, diffusion, and exchange.
- Analyzes similarities and differences in the ways various peoples at different times in history have lived and met basic human needs.
- Applies knowledge of the role of families in meeting basic human needs and how families and cultures develop and use customs, traditions, and beliefs to define themselves.
- Demonstrates knowledge of institutions that exist in all societies and how characteristics of these institutions may vary among societies.
- Understands how people use oral tradition, stories, real and mythical heroes, music, paintings, and sculpture to create and represent culture in communities in Texas, the United States, and the world.
- Understands the contributions of people of various racial, ethnic, and religious groups in Texas, the United States, and the world.
- Demonstrates knowledge of relationships among world cultures and relationships between and among people from various groups, including racial, ethnic, and religious groups, in the United States and throughout the world.
- Analyzes relationships among religion, philosophy, and culture, and the impact of religion on ways of life in the United States and world areas.
- Understands the concept of diversity within unity.
- Analyzes the effects of race, gender, and socioeconomic class on ways of life in the United States and throughout the world.
- Understands the various roles of men, women, children, and families in cultures past and present.
- Understands how the self develops and the dynamic relationship between self and social context.
- Applies knowledge of the effects of scientific discoveries and technological innovations on political, economic, social, and environmental developments and on everyday life in Texas, the United States, and the world.
- Analyzes how science and technology relate to political, economic, social, and cultural issues and events.
- Demonstrates knowledge of the origins, diffusion, and effects of major scientific, mathematical, and technological discoveries throughout history.

**FIELD 113: ENGLISH LANGUAGE ARTS AND READING/SOCIAL STUDIES 4–8
TEST FRAMEWORK**

- Knows how developments in science and technology have affected the physical environment; the growth of economies and societies; and definitions of, access to, and use of physical and human resources.
- Knows how changes in science and technology affect moral and ethical issues.

DOMAIN IV—SOCIAL STUDIES FOUNDATIONS, SKILLS, AND INSTRUCTION

Competency 015 (Social Studies Foundations and Skills)

The teacher understands the foundations of social studies education and applies knowledge of skills used in the social sciences.

The beginning teacher:

- Understands the philosophical foundations of the social science disciplines and knows how knowledge generated by the social sciences affects society and people's lives.
- Understands how social science disciplines relate to each other.
- Understands practical applications of social studies education.
- Relates philosophical assumptions and ideas to issues and trends in the social sciences.
- Knows characteristics and uses of various primary and secondary sources (e.g., databases, maps, photographs, media services, the Internet, biographies, interviews, questionnaires, artifacts), and uses information from a variety of sources to acquire social science information and answer social science questions.
- Knows how to formulate research questions and use appropriate procedures to reach supportable judgments and conclusions in the social sciences.
- Understands social science research and knows how social scientists locate, gather, organize, analyze, and report information using standard research methodologies.
- Evaluates the validity of social science information from primary and secondary sources regarding bias issues, propaganda, point of view, and frame of reference.
- Understands and evaluates multiple points of view and frames of reference relating to issues in the social sciences.
- Knows how to analyze social science information (e.g., by categorizing, comparing and contrasting, making generalizations and predictions, drawing inferences and conclusions).
- Communicates and interprets social science information in written, oral, and visual forms and translates information from one medium to another (e.g., written to visual, statistical to written or visual).

FIELD 113: ENGLISH LANGUAGE ARTS AND READING/SOCIAL STUDIES 4–8 TEST FRAMEWORK

- Knows how to use problem-solving processes to identify problems, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions, and evaluate the effectiveness of solutions.
- Knows how to use decision-making processes to identify situations that require decisions, gather information, identify options, predict consequences, and take action to implement decisions.
- Knows how to create maps and other graphics to present geographic, political, historical, economic, and cultural features, distributions, and relationships.
- Analyzes social science data by using basic mathematical and statistical concepts and analytical methods.
- Knows how to apply skills for resolving conflict, including persuasion, compromise, debate, and negotiation.
- Understands and uses social studies terminology correctly.

Competency 016 (Social Studies Instruction and Assessment)

The teacher plans and implements effective instruction and assessment in social studies.

The beginning teacher:

- Knows state content and performance standards for social studies that comprise the Texas Essential Knowledge and Skills (TEKS).
- Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills.
- Understands the implications of stages of child growth and development for designing and implementing effective learning experiences in the social sciences.
- Understands the appropriate use of technology as a tool for learning and communicating social studies concepts.
- Selects and uses effective instructional practices, activities, technologies, and materials to promote students' knowledge and skills in the social sciences.
- Knows how to promote students' use of social science skills, vocabulary, and research tools, including technological tools.
- Knows how to communicate the value of social studies education to students, parents/caregivers, colleagues, and the community.
- Knows how to provide instruction that relates skills, concepts, and ideas in different social science disciplines.
- Provides instruction that makes connections between knowledge and methods in the social sciences and in other content areas.

**FIELD 113: ENGLISH LANGUAGE ARTS AND READING/SOCIAL STUDIES 4–8
TEST FRAMEWORK**

- Demonstrates knowledge of forms of assessment appropriate for evaluating students' progress and needs in the social sciences.
- Uses multiple forms of assessment and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs, and interests of all students, including English Language Learners.