

Praxis® Elementary Education: Reading and Language Arts Subtest (5002) **Curriculum Crosswalk**

Page | 1

Test Content Categories	Required Course Numbers										
I. Reading (47%)											
A. Foundational Skills											
1. Understands the role of phonological awareness in literacy development											
a) Explains the importance of phonological awareness as a foundational skill for literacy development											
b) Identifies and provides examples of phonemes, syllables, onsets, and rimes											
c) Identifies and provides examples of blending, segmenting, substituting, and deleting phonemes, syllables, onsets, rimes											
2. Understands the role of phonics and word analysis in literacy development											
a) Explains the importance of phonics and word analysis in literacy development											
b) Distinguishes among common letter-sound correspondences and spelling conventions											
c) Distinguishes high-frequency sight words from decodable words appropriate for particular grades											
d) Identifies roots and affixes to decode unfamiliar words											
e) Recognizes various stages of language acquisition (e.g., WIDA taxonomy)											
f) Delineates common phonics and word-recognition approaches for ELLs (pedagogy)											
g) Differentiates syllabication patterns (e.g., open, closed, CVE)											

Praxis® Elementary Education: Reading and Language Arts Subtest (5002)
Curriculum Crosswalk

Page | 2

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3. Understands the role of fluency in literacy development a) Defines fluency and related terms (e.g., accuracy, rate, prosody) b) Explains the impact of fluency on comprehension											
B. Literature and Informational Texts											
1. Understands how to use key ideas and details to comprehend literature and informational text a) Identifies the key details, moral, and/or theme of a literary text, citing specific textual evidence b) Identifies the key details and/or central idea of an informational text, citing specific textual evidence c) Makes inferences from a text and supports them with appropriate evidence d) Summarizes information from a text e) Analyzes the characters, setting, and plot of a literary text f) Analyzes the relationships among individuals, events, ideas, and concepts in an informational text											
2. Understands how to use key ideas and details to comprehend literature and informational text											

Praxis® Elementary Education: Reading and Language Arts Subtest (5002) **Curriculum Crosswalk**

Page | 3

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<ul style="list-style-type: none"> a) Identifies structural elements of literature across genres (e.g., casts of characters and stage directions in drama, rhyme and meter in poetry) b) Uses text features (e.g., headings, sidebars, hyperlinks) to locate information in a print or digital informational text c) Identifies organizational structures of informational text (e.g., cause/effect, problem/solution) d) Identifies how structural elements contribute to the development of a literary text as a whole 											
<p>3. Understands the concept of point of view using evidence from the text</p> <ul style="list-style-type: none"> a) Identifies author's point of view in various genres and supports conclusions with evidence from the text b) Compares multiple accounts of the same event or topic to identify similarities or differences in point of view c) Identifies how point of view impacts the overall structure of a literary or informational text 											
<p>4. Understands how to integrate and compare written, visual, and oral information from texts and multimedia sources</p>											

Praxis® Elementary Education: Reading and Language Arts Subtest (5002)
Curriculum Crosswalk

Page | 4

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a) Explains how visual and oral elements enhance the meaning and effect of a literary text (e.g., picture book, graphic novel, multimedia presentation of a folktale) b) Compares the written version of a literary text with an oral, staged, or filmed version c) Compares two or more literary texts that address the same theme d) Compares two or more informational texts that address the same topic e) Interprets visual and multimedia elements in literary and informational texts f) Evaluates key claims in a text and supports them with reasons and evidence from the text											
5. Knows the role of text complexity in reading development a) Explains the three factors (i.e., quantitative, qualitative, and reader and task) that measure text complexity b) Identifies features of text-leveling systems											
II. Writing, Speaking, and Listening (53%)											
A. Writing											
1. Understands the characteristics of common types of writing a) Distinguishes among common types of											

Praxis® Elementary Education: Reading and Language Arts Subtest (5002)
Curriculum Crosswalk

Page | 5

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writing (e.g., opinion/argument, informative/explanatory, narrative) b) Identifies the purpose, key components, and subgenres (e.g., speeches, advertisements, narrative poems) of each common type of writing c) Evaluates the effectiveness of writing samples of each type											
2. Understands the characteristics of effective writing a) Evaluates the appropriateness of a particular piece of writing for a specific task, purpose, and audience b) Evaluates the development, organization, or style of a piece of writing c) Identifies appropriate revisions to strengthen a piece of writing d) Writes clearly and coherently e) Identifies the interrelationships among planning, revising, and editing in the process of writing											
3. Knows the developmental stages of writing (e.g., picture, scribble) a) Identifies the grade-appropriate continuum of student writing											
4. Knows the importance of digital tools for producing and publishing writing and for											

Praxis® Elementary Education: Reading and Language Arts Subtest (5002)
Curriculum Crosswalk

Page | 6

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interacting with others a) Identifies the characteristics and purposes of a variety of digital tools for producing and publishing writing b) Identifies the purposes of a variety of digital tools for interacting with others											
5. Knows the research process a) Identifies the steps in the research process b) Distinguishes between primary and secondary sources and their uses c) Distinguishes between reliable and unreliable sources d) Distinguishes between paraphrasing and plagiarizing e) Knows how to locate credible print and digital sources, locate information within the sources, and cite the sources											
B. Language											
1. Knows the conventions of standard English grammar, usage, mechanics, and spelling when writing, speaking, reading, and listening a) Explains the function of different parts of											

Praxis® Elementary Education: Reading and Language Arts Subtest (5002)
Curriculum Crosswalk

Page | 7

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speech b) Corrects errors in usage, mechanics, and spelling c) Identifies examples of different sentence types (e.g., simple, compound, compound-complex) d) Identify how varieties of English (e.g., dialects, registers) used in stories, dramas, or poems support the overall meaning											
2. Understands how to determine the meaning of words and phrases a) Determines the literal meaning of unknown words and phrases from context, syntax, and/or knowledge of roots and affixes b) Identifies types of figurative language c) Interprets figurative language d) Analyzes the relationship between word choice and tone in a text											
3. Understands characteristics of conversational, academic, and domain-specific language a) Differentiates among the three tiers of vocabulary b) Identifies relevant features of language such as word choice, order, and punctuation											

Praxis® Elementary Education: Reading and Language Arts Subtest (5002)
Curriculum Crosswalk

Page | 8

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C. Speaking and Listening											
1. Knows the characteristics of effective collaboration to promote comprehension											
a) Identifies techniques to communicate for a variety of purposes with diverse partners											
b) Identifies the characteristics of active listening											
2. Knows the characteristics of engaging oral presentations											
a) Identifies elements of engaging oral presentations (e.g., volume, articulation, awareness of audience)											