
NYSTCE Flex English Language Arts Template

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English Language Arts Competency 0009: Pedagogical Content Knowledge

Competency 0009 from the NYSTCE English Language Arts Framework includes the following performance expectations and performance indicators:

Performance Expectations

The New York State English Language Arts educator effectively applies pedagogical content knowledge to design instruction to help students achieve a specific learning goal. The teacher assesses student knowledge and understanding and identifies potential and apparent student difficulties. The teacher applies knowledge of how students learn to develop effective performance tasks that will help students achieve a specific learning goal.

Performance Indicators

- demonstrates knowledge of how to assess student readiness for a specific new learning goal related to analyzing an informational or narrative text
- applies knowledge of how to design appropriate and effective instructional strategies that connect students' prior understanding and experiences to new knowledge
- applies knowledge of appropriate and effective instructional strategies to help students develop factual, interpretive, and evaluative questions for further explorations of a topic in an informational or literary text
- applies knowledge of how to design appropriate and effective instructional strategies to help students analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text
- applies knowledge of appropriate and effective instructional strategies to help students create interpretive and responsive text to demonstrate knowledge and a sophisticated understanding of the connections between life and a literary work
- applies knowledge of appropriate and effective assessment to measure and promote student learning and growth

Template Instructions

NYSTCE Flex English Language Arts enables you to demonstrate your functional content knowledge of NYSTCE Field 003 English Language Arts Competency 0009 by submitting materials on the following scenario:

You will identify a grade-level reading standard from the New York State Next Generation English Language Arts Learning Standards with which planned instruction will align. You will provide a literary or informational text on which to base a lesson. This text can be an excerpt from a longer work. The text should be appropriate to the grade level and standard and should allow you to demonstrate depth in your understanding of content and instruction related to that standard. You will provide a written analysis in which you identify a learning goal that aligns with the standard and describe an effective way to assess students' readiness for the learning goal. You will describe instructional strategies to support students in achieving the learning goal and an effective assessment to measure and promote student learning and growth.

Your submission will be evaluated on the extent to which you demonstrate the **depth of your content knowledge** of NYSTCE Field 003 English Language Arts Competency 0009.

NYSTCE Flex English Language Arts involves responding to 3 prompts and writing an analysis in which you demonstrate your knowledge of the content assessed by the test competency.

Your responses to the first 3 prompts should be **no more than 3 single-spaced pages of written text and graphics**. Your written analysis should be **no more than 3 single-spaced pages**. The competency text and template instructions do not count toward your page limits.

After you complete both the [Prompt Section](#) and the [Written Analysis Section](#), you will upload this completed template to the Pearson ePortfolio System.

For more information about the NYSTCE Flex Assessment, preparing your materials for submission, and scoring of your submission, refer to the NYSTCE Flex Assessment Handbook.

Prompt Section

Referring to the template instructions on the previous page, respond to the prompts below (**no more than 3 pages, including prompts**) by typing your responses in Arial 11-point, single-spaced font, within the brackets following each prompt. Do not delete or alter the prompts. The previous pages of competency text and instructions as well as the written analysis that follows do not count toward your page limit. Your submission cannot contain hyperlinks to any materials. Responses to all prompts are required, but only your written analysis will be evaluated.

1. **Grade Level:** Indicate a grade level (7-12).

Grade Level: [12]

2. **Standard:** Indicate a reading standard for that grade level from the [NYS Next Generation English Language Arts Standards](#) (pp. 82-110).

Standard: [11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)]

3. **Text:** Provide a literary or informational text. This can be a short work or an excerpt from a longer work. The text should be appropriate to the grade-level and allow you to demonstrate depth in your understanding of content and instruction related to the identified standard.

[Years later, when Rahel returned to the river, it greeted her with a ghastly skull's smile, with holes where teeth had been, and a limp hand raised from a hospital bed.

Both things had happened.

It had shrunk. And she had grown.

Downriver, a saltwater barrage had been built, in exchange for votes from the influential paddy-farmer lobby. The barrage regulated the inflow of salt water from the backwaters that opened into the Arabian Sea. So now they had two harvests a year instead of one. More rice, for the price of a river.

Despite the fact that it was June, and raining, the river was no more than a swollen drain now. A thin ribbon of thick water that lapped wearily at the mud banks on either side, sequined with the occasional silver slant of a dead fish. It was choked with a succulent weed, whose furred brown roots waved like thin tentacles underwater. Bronze-winged lily-trotters walked across it. Splay-footed, cautious.

Once it had had the power to evoke fear. To change lives. But now its teeth were drawn, its spirit spent. It was just a slow, sludging green ribbon lawn that ferried fetid garbage to the sea. Bright plastic bags blew across its viscous, weedy surface like subtropical flying-flowers.

The stone steps that had once led bathers right down to the water, and Fisher People to the fish, were entirely exposed and led from nowhere to nowhere, like an absurd corbelled monument that commemorated nothing. Ferns pushed through the cracks.]

NOTE: In the Written Analysis section of this template, you will identify a specific learning goal based on the standard and text above and describe an effective way to assess students' readiness for the learning goal and explain an instructional strategy you will use to connect students' prior understanding and experiences to new knowledge related to the learning goal. You will also identify a potential challenge associated with the learning goal and explain a strategy for addressing that challenge. You will describe an instructional modification you would make to meet the needs of all learners and an assessment to measure and promote student learning and growth related to the learning goal.

4. References: Include a source for the literary or informational text you provided.

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Written Analysis Section

Type your analysis (**no more than 3 pages, including the prompt**) in Arial 11-point, single-spaced font, within the brackets following the prompt. The previous pages of competency text, instructions, and prompts do not count toward your page limit. Your submission cannot contain hyperlinks to any materials.

Using the standard you identified in Prompt #2 and the text you provided for Prompt #3, prepare a response in which you:

1. identify a specific learning goal that aligns with the standard identified in Prompt #1 and is based on the text you provided in Prompt #3;
2. describe an appropriate and effective way to assess student readiness for the specified learning goal;
3. describe an instructional strategy you would use to connect students' prior understanding and experiences to new knowledge related to the specified learning goal and provide a rationale for using the strategy;
4. identify one potential challenge associated with the specified learning goal, describe an instructional strategy to address the challenge you identified, and provide a rationale for using the instructional strategy;
5. describe one instructional modification you would make to meet the needs of all learners; and
6. describe an assessment to measure and promote student learning and growth related to the specified learning goal.

[Analysis text here; can go up to page 3 of 3....]