

# APPENDIX B

Curriculum Alignment: Elementary Education  
Examination - 0016

## Appendix B

<b>PRAXIS Topics</b>	<b>Courses Aligned with Praxis Topics</b>
<b>I. Reading and Language Arts Curriculum, Instruction, and Assessment</b>	
<b>A. Components of the curriculum</b>	
<b>1. Balanced Reading, writing, speaking, and listening programs</b>	EDR/U 308, 311, 345, 407, 441, 462, 464
<b>2. Integration into other content areas</b>	EDR/U 308, 311, 344, 345, 346, 407, 413, 441, 462, 464, 474, 483
<b>3. Scope and sequence of skills and materials</b>	EDR/U 308, 311, 344, 345, 407, 413, 441, 462, 464, 474, 483
<b>4. Learner Objectives</b>	EDR/U 300, 308, 311, 344, 345, 346, 407, 413, 440, 441, 446, 450, 462, 464, 474, 483, PSY 204
<b>5. Curricular materials, for example, developmentally appropriate (such as readability), basal readers and anthologies; trade books; reference and nonfiction materials; children's literature (such as fables, fairy tales, tall tales, poetry); technology</b>	EDR/U 300, 308, 311, 325, 344, 345, 407, 440, 441, 462, 464, 474, 483
<b>6. Knowledge and understanding of topics, procedures, and methods (such as various teaching and learning strategies like guided instruction or modeling)</b>	EDR/U 300, 308, 311, 345, 407, 413, 440, 441, 462, 464, 474 PSY 204
<b>B. Instruction, for example:</b>	
<b>1. Reading</b>	
<b>(a) Determining individual reading levels</b>	EDR/U 308, 441, 462, 464
<b>(b) Language acquisition and readiness such as: knowing letter-sound correlations; left-to-right, top-to-bottom concepts of print; spacing of words in reading and writing</b>	EDR/U 308, 311, 440, 441, 462, 464
<b>(c) Prereading instruction, for example, K.W.L. chart (what we know, what we want to know, and what we have learned); word recognition (such as picture and context clues); structural analysis; semantics; syntactic; phonics; scanning.</b>	EDR/U 308, 311, 345, 407, 441, 462, 464, 474
<b>(d) During reading, for example, vocabulary development; comprehension; control; reading aloud; word recognition; syllabication; decoding; graphic organizers</b>	EDR/U 308, 311, 345, 407, 440, 441, 462, 464, 474, 483
<b>(e) _ Post-reading, for example, concept vocabulary; writing-journaling; reactions; comprehension and interpretations; rewriting information</b>	EDR/U 300, 308, 311, 344, 345, 407, 440, 441, 462, 464, 474, 483,
<b>2. Writing, Spelling, and Listening</b>	
<b>(a) _ Writing process</b>	
❖ <b>Prewriting, for example, brainstorming,</b>	EDR/U 308, 311, 345, 440, 441, 462,

Appendix B

<i>clustering, outlining, and webbing</i> ❖ <i>Drafting, for example, knowledge of audience</i> ❖ <i>Revising, for example, Praise-Question-Polish; restructuring; deleting, and adding information and details; conferencing</i> ❖ <i>Editing, for example, spell-check; peer or teacher conferencing</i> ❖ <i>Publishing, for example, anthologies; author's chair</i>	464
<i>(b) _ Stages of development, for example, invented spelling; use of words with prefixes and suffixes; proper punctuation; misformed letters, spacing, and control in handwriting</i>	EDR/U 345, 407, 440, 462, 464
<b>(c) Memorization</b>	EDR/U 308, 440, 407
<b>3. – Methods of adjusting instruction to meet students' needs, for example, what is appropriate and why; effective implementation, organization and planning; reteaching, enrichment, and extensions</b>	EDR/U 308, 311, 345, 407, 440, 441, 462, 464, 474, 483
<b>4. – Strategies for motivation and encouraging success, for example, feedback and follow-ups; cooperative groups; modeling; flexible skill groups</b>	EDR/U 308, 311, 345, 372, 407, 440, 441, 462, 464, 474, 483
<b>C. Assessment</b>	
<b>1. Analysis of student work</b>	EDR/U 308, 345, 413, 440, 441, 450, 483
<i>(a) Identifying strengths and weaknesses</i>	EDR/U 308, 345, 407, 413, 440, 441, 450, 483
<i>(b) What the student is doing correctly.</i>	EDR/U 308, 345, 407, 413, 440, 441, 450, 483
<i>(c) Recognizing stages of development</i>	EDR/U 308, 345, 407, 413, 440, 441, 450, 483
<i>(d) Misconceptions and errors</i>	EDR/U 308, 345, 407, 413, 440, 441, 450, 483
<i>(e) Adjusting instruction</i>	EDR/U 308, 311, 345, 407, 413, 440, 441, 450, 483
<i>(f) Patterns</i>	EDR/U 308, 311, 345, 413, 440
<b>2. Traditional and standardized forms of assessment</b>	EDR/U 308, 311, 345, 346, 413, 440, 450, 483
<i>(a) Standardized tests</i>	EDR/U 308, 311, 345, 407, 413, 440, 450, 483
<i>(b) Basal reader assessments</i>	EDR/U 308, 311, 407, 440
<i>(c) Frye Readability Index</i>	EDR/U 308, 311, 346, 440, 441
<b>3. Informal Assessments</b>	EDR/U 308, 311, 345, 346, 413, 440, 441, 450, 474
<i>(a) Informal reading inventory</i>	EDR/U 308, 440, 441
<i>(b) Miscue analysis</i>	EDR/U 308, 311, 440, 441
<i>(c) Cloze procedure</i>	EDR/U 300, 308, 311, 440, 441, 474
<i>(d) Running record</i>	EDR/U 308, 311, 440, 441
<i>(e) Anecdotal records</i>	EDR/U 308, 311, 345, 413, 440, 441, 446, 474
<i>(f) Conferencing</i>	EDR/U 308, 311, 345, 413, 440, 441, 446, 474

Appendix B

<b>(g) Retellings</b>	EDR/U 308, 311, 345, 413, 440, 441, 446, 474
<b>(h) Portfolios</b>	EDR/U 308, 311, 413, 407, 440, 441, 450, 446, 474
<b>(i) Journals</b>	EDR/U 308, 311, 345, 346, 407, 413, 440, 441, 446, 474
<b>II. Mathematics Curriculum, Instruction and Assessment</b>	
<b>A. Curriculum components, for example, scope and sequence of skills and materials; appropriate materials and technology; learner objectives.</b>	EDR/U 308, 413, 440, 446, 450, 483
<b>B. Pre-number and number concepts, for example, counting objects, comparing objects; classifying objects; exploring sets; ordering sets; number patterns</b>	EDR/U 413, 440
<b>C. Base-ten numeration system, for example, place value; reading and writing numbers; expanded form of numbers</b>	EDR/U 413, MAT 116, 316
<b>D. Addition and subtraction of whole numbers, for example, computational procedures; relationships between addition and subtraction; relationships between subtraction and division; regrouping; modeling the operations; story problems</b>	EDR/U 413, MAT 116, 316
<b>E. Multiplication and division, for example, modeling the operations, interpretations for the operations; computational procedures; skill development; story problems</b>	EDR/U 413, MAT 116, 316
<b>F. Concepts related to number theory, for example, factors, multiples, primes and composites, remainders, odd and even</b>	EDR/U 413, MAT 116, 316
<b>G. Rational numbers, for example, fraction and decimal equivalence; computation; modeling</b>	EDR/U 413, MAT 116, 316
<b>H. Problem solving, for example, investigate and understand content; formulate problems from everyday situations; develop strategies applicable to a wide range of problems; verify and interpret results; build student confidence; identify and solve problems that are developmentally appropriate</b>	EDR/U 345, 413, 440, 450 MAT 116, 316
<b>I. Geometric concepts, for example, geometric figures and relationships; non-metric and metric units of measurement; coordinate geometry; informal geometry</b>	EDR/U 413, 440 MAT 116, 316
<b>J. Measurement, for example, length, area, volume, weight, angles, time, temperature, distance</b>	EDR/U 413
<b>K. Probability and statistics, for example, counting, organizing, representing and interpreting data; intuitive concepts of chance</b>	EDR/U 345, 413 MAT 116, 316
<b>L. Hand-held calculators and computers, for example, justification of use; programs of instruction; appropriate use; use in problem solving and concept development</b>	EDR/U 413, 483
<b>M. Classroom management and motivation, for example,</b>	EDR/U 308, 345, 372, 413, 436, 440, 483

Appendix B

<i>efficient instruction; small group instruction; whole group instruction; atmosphere that encourages questions, conjectures, problem solving, and experimentation</i>	
<i>N. Analysis of students' work, for example, what students do correctly; what concepts students are developing; misconceptions and errors; scoring; remediation, and acceleration; use of rubrics</i>	EDR/U 308, 345, 413, 440, 450, 483
<i>O. Use of manipulatives and developmentally appropriate materials; variety and reliability</i>	EDR/U 308, 345, 346, 413, 440, 483
<i>P. Content-specific pedagogy, for example, theories necessary for implementing a sound instructional program such as accessing prior knowledge, constructing knowledge, modeling, informal reasoning, graphic organizers</i>	EDR/U 308, 345, 346, 413, 440, 483 PSY 204
<b>III. Science Curriculum</b>	
<i>A. Unifying concepts and processes in science, for example, providing connections between traditional scientific disciplines; systems, subsystems, models, and conservation</i>	EDR/U 346
<i>B. Science as inquiry, for example, active construction of ideas and explanations; engaging; development of ability to ask questions, investigate, observe, construct explanations and communicate results; problem solving</i>	EDR/U 346
<i>C. Use of materials and technology, for example, justification and appropriateness of use of tools such as rulers, balances, thermometers</i>	EDR/U 325, 345, 346, 413, 440, 483
<i>D. Model building and forecasting, for example, plans; computer simulations</i>	EDR/U 325, 346, 440
<i>E. Analysis of students' work, for example, what the child can do correctly; what the child is working on conceptualizing; misconceptions and errors; scoring rubrics; formal and informal assessments; remediation and enrichment</i>	EDR/U 308, 345, 346, 413, 440, 450, 483
<i>F. Basic principles of health education, for example, healthy living, growth</i>	EDR/U 346, 440 PED 338
<i>G. Content-specific pedagogy, for example, learning cycle, constructivism, discovery learning</i>	EDR/U 345, 346, 440, 483 PSY 204
<b>IV. Social Studies Curriculum, Instruction, and Assessment</b>	
<i>A. Curriculum components, for example, scope and sequence; appropriate materials and technology; learner objectives</i>	EDR/U 308, 325, 344, 345, 413, 440, 450, 483
<i>B. Social organizations and human behavior in society, for example, self, family, neighborhoods and communities; citizenship</i>	EDR/U 308, 345, 413, 440
<i>C. Social structures, for example, communication; transportation; industrialization; technology; and</i>	EDR/U 308, 345, 413, 440

Appendix B

<i>economics</i>	
<i>D. History, geography, and government, for example, state, regions, United States, world</i>	EDR/U 345, 440
<i>E. Students' development of appropriate concepts and skills, for example, organizing data; problem solving; comparing and contrasting; model building; planning, forecasting, and decision making</i>	EDR/U 345, 413, 440
<i>F. Classroom management and motivation, for example, participation, inclusion, organization, fairness, expectations</i>	EDR/U 308, 345, 372, 413, 436, 440, 483
<i>G. Content-specific pedagogy, for example, map and globe skills; inquiry based instruction; decision making; models</i>	EDR/U 345, 413, 440, 483
<b>V. Arts and Physical Education Curriculum, Instruction and Assessment</b>	
<i>A. Curriculum planning and design that is developmentally appropriate, for example, muscle control, perspective, maturity, expectation levels, selection of materials, learner objectives, maximizing learning</i>	PED 337, 338, 324, ART 319, EDR/U 345, 440, 450, 483
<i>B. Basic concepts in music and art, for example, rhythm, melody, and timbre in music; design, technique, and balance in art</i>	PED 325, MUE 320, ART 319, EDR/U 308, 345, 413, 440
<i>C. Teaching strategies to encourage creativity and appreciation in art and music, for example, room environment, capitalizing on individuality, motivation, cultural variations</i>	PED 337, 338 MUE 320, ART 319, EDR/U 308, 345, 413, 440, 483
<i>D. Basic concepts in physical education, for example, locomotor patterns, physical fitness, body management, social discipline, game and sport skills, healthful lifestyles</i>	PED 325, 331, 333, 336, HEA 300, EDR/U 345, 440
<i>E. Teaching strategies, for example, motivating children and creating a positive atmosphere, instructing and demonstrating, providing feedback, questioning and problem solving</i>	PED 331, 333, 337, 338 EDR/U 308, 345, 372, 413, 436, 440, 450, 483 PSY 204
<i>F. Evaluation of instructional effectiveness and student achievement, for example, what the student is doing correctly, assessing student progress, misconceptions or errors, assessment of student work products</i>	PED 331,333, 436 EDR/U 308, 345, 413, 440, 450, 483
<b>VI. General Information about Curriculum, Instruction and Assessment</b>	
<i>A. Knowledge and understanding of topics dealing with the personal, social, and emotional development of children; language and communication; developmentally appropriate instruction</i>	PSY 201, 204 EDR/U 300, 308, 311, 344, 345, 372, 413, 407, 436, 440, 441, 474
<i>B. Learning theories, for example, behaviorism and</i>	PSY 201, 202, 204 EDR/U 300, 308,

## Appendix B

<i>cognitive views of learning; problem-solving abilities; higher-order thinking skills; metacognition; constructivism</i>	311, 325, 345, 346, 372, 407, 413, 441, 474, 483
<i>C. Curriculum components, for example, scope and sequence; curricular materials; learner objectives</i>	EDR/U 300, 308, 311, 325, 345, 346, 407, 413, 440, 441, 446, 450, 474, 483
<i>D. General principles of instruction, for example, learner motivation, learning environments; diversity; enrichments and reteachings; procedural skills; planning; conferencing</i>	PSY 204 EDR/U 300, 308, 311, 344, 345, 372, 407, 413, 436, 441, 450, 474, 483
<i>E. Classroom management, for example, organization; discipline; procedures; learner responsibility; interventions</i>	PSY 204 EDR/U 300, 308, 311, 345, 407, 413, 436, 440, 441, 446, 483
<i>F. Evaluation of instructional effectiveness and student progress, for example, functions of classroom assessments</i>	PSY 204 EDR/U 300, 308, 311, 345, 346, 407, 413, 440, 441, 450, 483
<i>G. General issues of professional growth, for example, reflective teaching; collaboration; partnerships with colleagues and community; interactions with parents</i>	PSY 204, EDR/U 300, 308, 311, 345, 346, 372, 407, 413, 440, 441, 450, 483