CSET: English consists of four separate subtests, each composed of either multiple-choice or constructed-response questions. Each subtest is scored separately.

The structure of the examination is shown in the table below.

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Domains</th>
<th>Number of Multiple-Choice Questions</th>
<th>Number of Constructed-Response Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I*</td>
<td>Reading Literature and Informational Texts</td>
<td>40</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>Composition and Rhetoric</td>
<td>10</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>Subtest Total</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Language, Linguistics, and Literacy</td>
<td>50</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>Subtest Total</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Composition and Rhetoric and Reading Literature and Informational Texts</td>
<td>none</td>
<td>Subtest III consists of 2 constructed-response questions—1 based on literary text, 1 on nonliterary text. (extended responses)</td>
</tr>
<tr>
<td>IV</td>
<td>Communications: Speech, Media, and Creative Performance</td>
<td>none</td>
<td>4 (short [focused] responses)</td>
</tr>
</tbody>
</table>

*Subtest I is a multiple-choice test that covers the two domains of Reading Literature and Informational Texts and Composition and Rhetoric. Subtest III is a constructed-response test that covers the same domains.
Annotated List of Resources for CSET: English

This list identifies some resources that may help candidates prepare to take CSET: English. While not a substitute for coursework or other types of teacher preparation, these resources may enhance a candidate's knowledge of the content covered on the examination. The references listed are not intended to represent a comprehensive listing of all potential resources. Candidates are not expected to read all of the materials listed below, and passage of the examination will not require familiarity with these specific resources. A brief summary is provided for each reference cited. Resources are organized alphabetically and by content domain in subtest order.

Reading Literature and Informational Texts


The standards are divided into the following strands: Reading, Writing, Speaking and Listening, and Language.


This resource is a searchable database of literature for children and teens.  Each database entry is annotated.


This text provides thorough definitions and examples of literary terms and literary theory.


This text discusses the merits and impact of young adult literature within a literary, historical, and social context.


Designed for induction-level teachers, this text provides a series of individual reading/writing strategies, activities, and mini-lessons that focus on a wide range of culturally diverse literature.  The text models how to scaffold guided practice activities into coherent lesson sequences.  It integrates reading and writing instruction, blending theory and process to foster critical thinking through writing.  Showcased throughout the text are the practices of teachers from the UCI, California, and National Writing Projects.  The book also includes samples of student work and an extensive companion Web site with additional resources.
Composition and Rhetoric


The standards are divided into the following strands: Reading, Writing, Speaking and Listening, and Language.


This text provides a step-by-step guide to developing individual thinking, writing, and learning processes that will support writing of effective personal narratives, informative essays, and arguments.


This text provides clearly written, detailed explanations and helpful examples of the process and mechanics of composition. It includes chapters on the writing process, critical thinking, and using computers critically.


This text traces the development of composition as an academic discipline distinct from literature and in the process defines concepts central to understanding the role of writing in learning.


Designed for induction-level teachers, this text provides a practical guide for teaching reading and writing in the content area.


Designed for induction-level teachers, this text provides a series of individual reading/writing strategies, activities, and mini-lessons that focus on a wide range of culturally diverse literature. The text models how to scaffold guided practice activities into coherent lesson sequences. It integrates reading and writing instruction, blending theory and process to foster critical thinking through writing. Showcased throughout the text are the practices of teachers from the UCI, California, and National Writing Projects. The book also includes samples of student work and an extensive companion Web site with additional resources.
Language, Linguistics, and Literacy


This text is a compact but highly informative account of the development of the English language from its beginnings to modern times.


This text addresses language acquisition and the development of language from infancy through adulthood. Topics covered include syntax, morphology, semantics, phonology, and pragmatics.


The standards are divided into the following strands: Reading, Writing, Speaking and Listening, and Language.


This text provides a comprehensive introduction to the study of language development. It also includes chapters on second-language learning and bilingual development, the biological bases of language, and language development in special populations.


This book provides an excellent introduction to first- and second-language acquisition.


Designed for induction-level teachers, this text provides a practical guide for teaching reading and writing in the content area.


Designed for induction-level teachers, this text provides a series of individual reading/writing strategies, activities, and mini-lessons that focus on a wide range of culturally diverse literature. The text models how to scaffold guided practice activities into coherent lesson sequences. It integrates reading and writing instruction, blending theory and process to foster critical thinking through writing. Showcased throughout the text are the practices of teachers from the UCI, California, and National Writing Projects. The book also includes samples of student work and an extensive companion Web site with additional resources.

This text is designed for induction-level teachers and presents research-based literacy activities for the classroom.

**Communications: Speech, Media, and Creative Performance**


This text provides teachers with activities and strategies designed to help students in Grades 7–12 develop communication and critical thinking skills as they explore contemporary culture, media, and technology.

Patterson, Jim; McKenna-Crook, Donna; and Swick, Melissa. (2006). *Theatre in the Secondary School Classroom: Methods and Strategies for the Beginning Teacher*. Portsmouth, NH: Heinemann.

This text serves as an introductory guide to the theory and practice of teaching drama.


This text provides a detailed guide to interpreting and producing drama in a school setting. It includes short scenes and monologues from well-known plays.


This text provides a variety of activities and strategies for developing students' critical thinking and media literacy skills at all grade levels and core content areas.


This text covers multiple aspects of public speaking, from ethics to audience awareness to strategies for developing and delivering effective speeches, as well as using technology to enhance presentations. Critical listening is also covered.

**Other Resources of Interest**


Frameworks are developed by the California Department of Education's Curriculum Frameworks and Instructional Resources Division (CFIRD), which also reviews and recommends textbooks and other instructional materials to be adopted by the State Board of Education.