



California Subject Examinations for Teachers®

TEST GUIDE

ENGLISH

General Examination Information

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CS-TG-ENGXGI-04

Test Structure for CSET: English

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.

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

*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

California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. (2013). Sacramento, CA: California Department of Education.

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

California Department of Education. (2012). *Recommended Literature: Prekindergarten Through Grade Twelve.* <http://www.cde.ca.gov/ci/cr/rl/>

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

Cuddon, J. A., and Habib, M. A. R. (2014). *The Penguin Dictionary of Literary Terms and Literary Theory.* London, U.K.: Penguin Books, Ltd.

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

Nilsen, Alleen Pace; Blasingame, James; Donelson, Kenneth L.; and Nilsen, Don L. F. (2012). *Literature for Today's Young Adults* (9th edition). New York, NY: Longman.

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

Olson, Carol Booth. (2010). *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom* (3rd edition). New York, NY: Allyn & Bacon/Longman.

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

California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. (2013). Sacramento, CA: California Department of Education.

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

Eggers, Philip. (2012). *Steps for Writers: Composing Essays*, Volume 2. New York, NY: Pearson Longman.

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.

Fowler, H. Ramsey, and Aaron, Jane E. (2011). *The Little, Brown Handbook* (12th edition). New York, NY: Longman.

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.

Harris, Joseph. (1996). *A Teaching Subject: Composition Since 1966*. New York, NY: Prentice Hall.

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.

Moore, David W.; Moore, Sharon Arthur; Cunningham, Patricia M.; and Cunningham, James W. (2010). *Developing Readers and Writers in the Content Areas K–12* (6th edition). Boston, MA: Allyn & Bacon.

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

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Language, Linguistics, and Literacy

Baugh, Albert C., and Cable, Thomas. (2012). *A History of the English Language* (6th edition). Upper Saddle River, NJ: Longman.

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

Berko Gleason, Jean, and Bernstein Ratner, Nan. (2012). *The Development of Language* (8th edition). Boston, MA: Allyn & Bacon.

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

California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. (2013). Sacramento, CA: California Department of Education.

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

Hoff, Erika. (2013). *Language Development* (5th edition). Belmont, CA: Cengage Learning.

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.

Lightbown, Patsy M., and Spada, Nina. (2013). *How Languages Are Learned* (4th edition). New York, NY: Oxford University Press.

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

Moore, David W.; Moore, Sharon Arthur; Cunningham, Patricia M.; and Cunningham, James W. (2010). *Developing Readers and Writers in the Content Areas K–12* (6th edition). Boston, MA: Allyn & Bacon.

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Yopp, Ruth Helen, and Yopp, Hallie Kay. (2009). *Literature-Based Reading Activities* (5th edition). Boston, MA: Allyn & Bacon.

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

Communications: Speech, Media, and Creative Performance

Hobbs, Renee. (2011). *Digital and Media Literacy: Connecting Culture and Classroom*. Thousand Oaks, CA: Corwin.

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.

Schanker, Harry H., and Ommanney, Katharine Anne. (2005). *The Stage and the School* (9th edition). New York, NY: Glencoe McGraw Hill.

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.

Scheibe, Cyndy L., and Rogow, Faith. (2012). *The Teacher's Guide to Media Literacy: Critical Thinking in a Multimedia World*. Thousand Oaks, CA: Corwin.

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.

Zarefsky, David. (2010). *Public Speaking: Strategies for Success* (6th edition). Boston, MA: Pearson.

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

California Department of Education. (2014). Curriculum Frameworks and Instructional Materials. Sacramento, CA: California Department of Education. <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>

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.