

<b>1.0 Common Core: Attitudes for English Language Arts</b>	
Through modeling, advisement, instruction, related experiences, and assessment, the program promotes and strengthens professional attitudes needed by English language arts teachers; as a result, the candidate will	
<b>1.1</b>	demonstrate a respect for the worth and contributions of all learners.
<b>1.2</b>	use the English language arts to help students become familiar with their own and others' cultures.
<b>1.3</b>	engage in reflective practice and pursue continued professional growth and collaboration with colleagues.
<b>1.4</b>	help students develop lifelong habits of critical thinking and judgment.
<b>1.5</b>	take informed stands on issues of professional concern.
<b>1.6</b>	recognize the impact that culture, societal events and issues have on teachers, students, the English language arts curriculum, and education in general.
<b>1.7</b>	promote the arts and humanities in the daily lives of students.
<b>2.0 Common Core: Knowledge and Understanding of the English Language</b>	
The program prepares the candidate with knowledge and understanding of the English language; as a result the candidate will	
<b>2.1</b>	show an understanding of language acquisition and development.
<b>2.2</b>	demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated.
<b>2.3</b>	recognize the impact of cultural, economic, political, and social environments upon language.
<b>2.4</b>	acknowledge and understand diversity in language use, e.g., patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
<b>2.5</b>	show an understanding of the evolution of the English language and the historical influences on its various forms.
<b>2.6</b>	demonstrate an understanding of English grammars.
<b>2.7</b>	demonstrate an understanding of semantics, syntax, morphology, and phonology.
<b>2.8</b>	show the various purposes for which language is used.
<b>3.0 Common Core: Practices of Oral, Visual, and Written Literacy</b>	
The program prepares the candidate in the practices of oral, visual, and written literacy; as a result, the candidate will	
<b>3.1</b>	demonstrate the influence of language and visual images on thinking and composing.
<b>3.2</b>	use writing, speaking and observing as major forms of inquiry, reflection, and expression.
<b>3.3</b>	use the processes of composing to create various types of oral, visual, and written communication.
<b>3.4</b>	effectively employ development of ideas, organization, voice, word choice, sentence structure and conventions to communicate with a variety of audiences for a variety of purposes.
<b>3.5</b>	use writing, visual images, and speaking for a variety of audiences and purposes, e.g. to persuade, explain or inform.
<b>3.6</b>	Create, critique, and edit print and non-print texts using appropriate language structure and conventions.

<b>4.0 Common Core: Knowledge and Understanding of Reading Processes</b>	
The program prepares the candidate with knowledge and understanding of reading processes; as a result the candidate will	
<b>4.1</b>	demonstrate knowledge of the reading process for a variety of purposes, including strategies useful before, during, and after reading.
<b>4.2</b>	demonstrate questioning and teaching strategies that elicit higher level thinking skills and metacognitive processes.
<b>4.3</b>	respond to, analyze and interpret what is read using a variety of critical approaches, e.g. contextual or structural.
<b>4.4</b>	demonstrate how to discover and construct meaning from a variety of texts, including fiction, non-fiction, poetry, and drama.
<b>4.5</b>	use a wide range of strategies to comprehend, analyze, interpret, evaluate, and appreciate texts (e.g. demonstrate an understanding of how tone and point of view influence the meaning of text).
<b>5.0 Common Core: Knowledge and Understanding of Different Composing Processes</b>	
The program prepares the candidate with knowledge and understanding of different composing processes; as a result, the candidate will	
<b>5.1</b>	identify and use the components of writing processes (prewriting, drafting, revising, editing, publishing) and understand their recursive, interactive and individualized nature.
<b>5.2</b>	identify components of discourse written for a variety of purposes and audiences.
<b>5.3</b>	use a wide range of writing strategies to generate meaning and to clarify understanding.
<b>5.4</b>	produce different types of written discourse, appropriate to diverse audience needs and perspectives.
<b>5.5</b>	demonstrate how written discourse can influence thought and action in a variety of ways; e.g. persuasion, analysis, and reflection.
<b>5.6</b>	demonstrate the ability to use research appropriately in their writing.
<b>6.0 Common Core: Knowledge and Understanding of Literature</b>	
The program prepares the candidate with knowledge and understanding of an extensive range of literature; as a result, the candidate will	
<b>6.1</b>	show knowledge and understand the connections among a broad range of historical and contemporary works of United States, British, and world literatures, including:
<b>6.1.1</b>	works from a range of cultures.
<b>6.1.2</b>	works from a range of genres, including fiction, non-fiction, poetry and drama.
<b>6.1.3</b>	works by female authors.
<b>6.1.4</b>	works by authors of color.
<b>6.1.5</b>	works written specifically for older children and young adults.
<b>6.1.6</b>	works of literary theory and criticism.
<b>6.2</b>	understand the elements of literature.
<b>6.3</b>	understand the history of world literature.
<b>6.4</b>	understand literary theory and analysis.

<b>7.0 Common Core: Knowledge and Understanding of Print and Nonprint Media and Technology</b>	
The program prepares the candidate with knowledge and understanding of the range and influence of print and nonprint media and technology in contemporary culture; as a result, the candidate will	
<b>7.1</b>	analyze the influence of media on culture and on people's actions and communication.
<b>7.2</b>	construct meaning from media and non-print texts.
<b>7.3</b>	display an understanding of the role of technology in communication.
<b>8.0 Common Core: Knowledge and Understanding of Research Theory and Findings</b>	
The program prepares the candidate with knowledge and understanding of research theory and findings in English language arts; as a result, the candidate will	
<b>8.1</b>	use major sources of research and theory e.g. books, periodicals, reports, classroom data, proceedings of professional conferences, videotapes, electronic and non-electronic data bases) to understand the relationship between research and practice.
<b>8.2</b>	use teacher-researcher models (e.g. action research or critical friends groups) to analyze and reflect upon own teaching.
<b>9.0 Common Core: Pedagogy for English Language Arts</b>	
The program enables the candidate to acquire and demonstrate the dispositions and capacities needed to integrate knowledge of English language arts, students, teaching, and practice; as a result, the candidate will	
<b>9.1</b>	examine, evaluate, and select resources, such as textbooks, other print materials, video, film, recordings, and software which align with the English language arts curriculum and support continued professional growth.
<b>9.2</b>	design instruction to meet the needs of all students and provide for students' continuous progress and success.
<b>9.2.1</b>	apply knowledge of learning styles.
<b>9.2.2</b>	apply appropriate instructional and assessment strategies.
<b>9.3</b>	organize classroom environments and learning experiences that promote effective whole class, small group, and individual work.
<b>9.4</b>	develop interdisciplinary teaching strategies and materials.
<b>9.5</b>	incorporate technology and print/non-print media into instruction.
<b>9.6</b>	create learning environments which promote respect for and support of individual differences of ethnicity, race, language, culture, gender, and ability.
<b>9.7</b>	engage students in discussion for the purposes of interpreting and evaluating ideas presented through oral, written, or visual forms.
<b>9.8</b>	provide students with skills/strategies to use research appropriately in their writing.
<b>9.9</b>	encourage students to respond critically to different media and communications technologies.
<b>9.10</b>	use instruction that promotes understanding of varied uses and purposes for language in communication.
<b>9.11</b>	engage students in making meaning of texts through personal response.
<b>9.12</b>	provide students with appropriate reading strategies that permit access to and understanding of a wide range of print and non-print texts.

<b>9.13</b>	provide students with writing skills/ strategies that enable them to write effectively for a variety of audiences and purposes.
<b>9.14</b>	use assessment as an integral part of instruction and learning.
<b>9.14.1</b>	develop and use a variety of formal and informal assessments to evaluate processes and products and to inform instruction and curricula.
<b>9.14.2</b>	employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and other audiences.
<b>9.14.3</b>	teach students strategies for goal setting and self-assessment.