

## Endorsement Competencies for English Language Arts 5-12

<b>2007 Standards for English Language Arts</b>
<b>1.0 Common Core - Knowledge and Understanding of the English Language, Language Development, and its Diversity:</b> <i>Candidates know and understand the English language. They are able to read, write, listen, speak, and visually represent. As a result, candidates:</i>
<b>1.1</b> Understand how to integrate reading, writing, speaking, listening, viewing, and thinking.
<b>1.2</b> Understand the grammar of Standard American English including semantics, syntax, morphology, and phonology.
<b>1.3</b> Understand the fundamentals of first and second language acquisition and development and that the linguistic/rhetorical patterns of other languages affect the written and oral expression of diverse learners.
<b>1.4</b> Understand diversity in language use, e.g., grammar, patterns, and dialects across cultures, ethnic groups, geographic regions, gender, and social roles.
<b>2.0 Common Core - Knowledge and Understanding of Reading Processes:</b> <i>Candidates know and understand reading processes. As a result, candidates:</i>
<b>2.1</b> Know the five critical components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension)
<b>2.2</b> Understand and articulate how to use metacognitive processes of reading for a variety of purposes, including strategies useful before, during, and after reading.
<b>2.3</b> Discover and construct meaning from a wide variety of culturally relevant literary and expository text including fiction, non-fiction, poetry, and drama.
<b>2.4</b> Understand and articulate a wide range of strategies used to comprehend, analyze, interpret, and evaluate a wide variety of literary and expository texts (e.g., demonstrate an understanding of how elements such as tone, bias, and point of view influence the meaning of text).
<b>2.5</b> Show an understanding of the evolution of the English language and the historical influences on its various forms.
<b>3.0 Common Core - Knowledge and Understanding of the Process of Writing:</b> <i>Candidates understand different elements and modes of writing. As a result, candidates:</i>
<b>3.1</b> Understand the writing process, its components (prewriting, drafting, revising, editing, publishing), and its recursive, interactive, and collaborative nature.
<b>3.2</b> Understand how purpose, audience, and perspective shape writing.
<b>3.3:</b> Understand how mode (expository, persuasive, and narrative) and form (such as research paper, editorial, memoir) shape writing.
<b>3.4</b> Understand the traits of effective writing (e.g. development of ideas, organization, voice, word choice, sentence structure, and conventions).
<b>4.0 Common Core - Knowledge and Understanding of Literature:</b> <i>Candidates know and understand an extensive range of literature. As a result, candidates:</i>
<b>4.1</b> Read and understand a broad range of texts (nonfiction and fiction, historical and contemporary), including:

4.1.1 Works representing and authored by a range of cultures and ethnicities globally and within the United States.
4.1.2 Works written specifically for children and young adult readers.
4.1.3 Works providing both male and female representation and authorship.
4.2 Understand the elements of literature (e.g. character, plot, setting).
4.3 Understand the need to include historical context in the teaching of literature.
<b>5.0 Common Core - Knowledge and Understanding of Non-print Media:</b> <i>Candidates know and understand both the range and influence of non-print media in contemporary culture. As a result, candidates:</i>
5.1 Understand how to communicate through a wide variety of media and non-print materials (e.g., digital slideshows, web pages, digital portfolios).
5.2 Know how to analyze the influence of media on culture and on individuals.
<b>6.0 Common Core – Knowledge and Understanding of Theory and Research Findings:</b> <i>Candidates know and understand theory and research findings as applied to English language arts. As a result, candidates:</i>
6.1 Know current state standards (GLEs) in reading, writing, and oral communication.
6.2 Understand how linguistic/rhetorical patterns of other languages affect the written and oral expression of diverse learners.
6.3: Read and know how to apply relevant educational theory and research findings (from books, peer reviewed journals, reports, classroom data, proceedings of professional conferences, videotapes, electronic and non-electronic databases) to classroom practices.
6.4: Understand the need for continued professional development to remain current in best practices as a practitioner of reading, writing, speaking, and listening.
<b>7.0 Common Core –Instructional Methodology:</b> <i>Candidates demonstrate skills in English language arts and use a wide range of instructional practices, approaches, methods, assessments, and curriculum materials to support and inform instruction. As a result, candidates:</i>
<b>7.1 Demonstrate the ability to read, write, and communicate proficiently.</b>
7.2 Apply the knowledge of the English language, reading processes, the process of writing, literature, non-print media, theory, and research findings to design and implement instruction.
7.3 Examine, evaluate, and select resources, print, and non-print media which align to the English Language Arts curriculum and support best research-based practices within classroom instruction.
7.4 Provide students with strategies that permit access to a wide range of developmentally appropriate print and non-print texts.
7.5 Model higher level thinking skills and scaffold metacognitive processes for a wide variety of literacy tasks.
7.6 Create reading, writing, and discussion opportunities which promote respect for and support of individual differences (e. g., ability, culture, ethnicity, gender, language, race).

7.7 Provide students, including struggling and accelerated readers, with appropriate strategies to build reading fluency, vocabulary, and comprehension to support independent reading.
7.8 Engage students in making meaning of texts through the students' own responses and reflections.
7.9 Teach strategies and provide opportunities to engage students (orally, visually, and in writing) in interpreting, evaluating, and responding critically to print and non-print texts.
7.10 Provide students with strategies that enable them to write effectively for a variety of audiences and purposes using the writing process.
7.11 Use current state standards (GLEs) to evaluate student performance.
7.12 Use various forms of assessment (e. g., diagnostic, formative, summative, peer and self-evaluation) to inform instruction.
7.13 Promote student self -reflection and goal setting using rubrics (teacher, student, or institution generated) and other assessment feedback.
7.14 Provide students with skills/strategies to use and cite research appropriately in their writing as developmentally appropriate.
7.15 Provide opportunities for students to create various types of oral, visual, and written products.
7.16 Integrate other content areas into English language arts.