

English language arts certification standards Grades 5-8

Language Uses, Reading, Writing, Literature, Speaking, Listening and Media Literacy

Content Knowledge and Competencies

1. Language Uses

The candidate demonstrates knowledge of

- a. The cognitive processes by which children acquire and use language
- b. The social, cultural, psychological and economic factors that affect language learning
- c. The grammatical structures and conventions of standard English usage
- d. How language changes and develops over time
- e. How diction, tone, voice and content vary according to audience
- f. How language can convey bias, propaganda, persuasion and points of view
- g. The nature and needs of students whose primary language is not English

Language Uses Pedagogy

The candidate will demonstrate the ability to

- a. Apply and model grammatical rules in reading and writing
- b. Explain how the application of grammatical rules affects meaning
- c. Show how diction, tone, voice and content vary according to audience
- d. Trace how English has changed and developed over time
- e. Distinguish and appreciate regional, ethnic and standard dialects
- e. Address the literacy needs of students whose primary language is not English

2. Reading

The candidate demonstrates knowledge of

- a. The fundamentals of the reading processes
- b. The literal, inferential, and evaluative levels of reading comprehension
- c. The criteria used to evaluate and select appropriate fiction and non-fiction materials based on students' needs and interests
- d. The techniques to evaluate students' reading comprehension
- e. The metacognitive processes and strategies readers use to construct meaning from print
- f. The various ways to encourage student enjoyment of reading

Reading Pedagogy

The candidate will demonstrate the ability to

- a. Guide students to employ a variety of reading strategies according to their purpose for reading at the literal, inferential, and evaluative level
- b. Design instruction to assist students' comprehension with text that increase in complexity of content and structure
- c. Design instruction to enhance students' strategies to expand their vocabulary
- d. Foster and promote independent and reflective readers
- e. Implement a variety of assessments to evaluate, monitor, and continuously adjust instruction

3. Writing

The candidate demonstrates the knowledge of

- a. Various modes of writing for a variety of purposes, audiences and social contexts
- b. The varied and recursive processes writers use
- c. The use of rubrics to assess writing holistically and analytically

Writing Pedagogy

The candidate will demonstrate the ability to

- a. Model and guide students as they plan, draft, revise, edit, publish and share writing for a variety of purposes
- b. Develop students' competence with writing on demand, writing to learn, writing to demonstrate understanding and writing creatively
- c. Offer constructive and focused responses to student writing
- d. Present authors' works as models to foster diversity in student writing
- e. Guide students in proofreading their work with an understanding of how audience, purpose, and formality of form impact language usage
- f. Implement a variety of assessments (including but not limited to student writing portfolios) to evaluate, monitor, and adjust instruction

4. Literature

The candidate demonstrates the knowledge of

- a. How literature provides opportunities for exploring and interpreting human experience
- b. The rhetorical and literary elements of literature
- c. Significant and developmentally appropriate works from
 - Young Adult literature
 - Literature by (and about) women
 - Literature by (and about) minorities
 - American literature
 - British literature
 - World literature
- d. How significant works relate to and influence each other in terms of
 - Genre
 - Theme
 - Style
 - Social and historical contexts
- e. Strategies for analysis, interpretation and evaluation of various works in the major genres
 - Fiction
 - Non-fiction
 - Drama
 - Poetry
 - Informational texts
 - Digital texts

Literature Pedagogy

The candidate will demonstrate the ability to

- a. Provide opportunities and guide students to apply a variety of strategies to analyze, evaluate, appreciate and relate literature to their own lives
- b. Provide an environment in which students develop and support each other's critical insights into meaning
- c. Guide students to read, discuss and write about literature through various critical perspectives or lenses
- d. Guide students in the understanding and appreciation for how literacy devices and rhetorical strategies shape meaning

5. Speaking and Listening

The candidate demonstrates the knowledge of

- a. The strategies speakers use to present information, ideas and feelings in a range of social contexts from informal to formal discourse
- b. The processes speakers use to adjust a spoken message for different audiences, purposes and social contexts
- c. The means by which speaking and listening can create and maintain discourse communities

Speaking and Listening Pedagogy

The candidate will demonstrate the ability to

- a. Provide opportunities for students to practice different forms of classroom discourse, including formal and informal conversations and presentations
- b. Explain how speakers and listeners establish and maintain contact with their audience
- c. Promote civil and participatory discourse that encourages students to share ideas and negotiate differing opinions
- d. Guide students to listen critically and respond appropriately
- e. Guide students to speak purposefully and articulately
- f. Explain how bias, propaganda, persuasion and point of view are expressed orally

6. Media Literacy

The candidate will demonstrate the knowledge of

- a. How media and technology can be used to present and interpret the human experience
- b. How visual and informational literacy can change meaning by supporting or distorting messages
- c. How to select and use digital sources to support and enhance instruction

Media Literacy Pedagogy

The candidate will demonstrate the ability to

- a. Guide students to construct and interpret meaning from images and information provided by media and technology
- b. Guide students to select, evaluate and analyze digital sources critically
- c. Help students to recognize bias, propaganda, persuasion, point of view and intellectual property