Competencies for Teachers: English Language Arts 4-8

2023

In addition to the Arkansas Teaching Standards, the teacher of English Language Arts, grades 4-8, will demonstrate knowledge and competencies in the following areas:

1. Learners and Learning in ELA *NCTE: Standard 1*	*Standard 1: Candidates apply and demonstrate knowledge of learners and learning to foster inclusive learning environments that support coherent, relevant, standards-aligned, and differentiated instruction to engage grade 7–12 learners in ELA.* 1.1: Candidates gather and interpret comprehensive data on learners' individual differences, identities, and funds of knowledge to foster inclusive learning environments that actively engage all learners in ELA. 1.2: Candidates apply and demonstrate knowledge of how the constructs of adolescence/adolescents and learners' identities affect learning experiences to foster coherent, relevant, inclusive instruction that critically engages all learners in ELA. 1.3: Candidates apply and demonstrate knowledge of learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts (e.g., print, digital, media).

2. ELA Content Knowledge
NCTE: Standard 2
5047 Praxis
AR FOR
 	
AR CS&CS 5-8
 	
Content Cluster 11
CSK8.G5.11.1
CSK8.G5.11.2
CSK8.G5.11.3
CSK8.G5.11.4
CSK8.G5.11.5
	Standard 2: Candidates apply and demonstrate knowledge and theoretical perspectives pertaining to texts, composition, language, and languaging.
	2.1: Candidates apply and demonstrate knowledge and theoretical perspectives about a variety of literary and informational texts—e.g., young adult, classic, contemporary, and media—that represent a range of world literatures, historical traditions, genres, cultures, and lived experiences.
	  2.1.1: Candidates exhibit awareness of literary and informational texts, including
	    ● knowledge of major works, authors, and contexts of United States, British, and World literature appropriate for adolescents
	    ● understanding of the defining characteristics of literary genres (e.g., poetry, literary nonfiction, drama)
	    ● understanding of the defining characteristics of major subgenres (e.g., sonnet, historical fiction, functional text)
	    ● understanding of how literal and inferential interpretations of a literary text can be supported with textual evidence
	    ● understanding of how literary elements (e.g., characterization, setting, plot development) contribute to the meaning of a text
	    ● understanding of how word choice (e.g., figurative, connotative, or technical language) contributes to the meaning and tone of an informational text

- understanding of methods that authors use to convey purpose and perspective (point of view) in informational texts.

2.2: Candidates apply and demonstrate knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, digital, media).

 2.2.1: Candidates apply and demonstrate knowledge of

- the distinct characteristics of writing (e.g., argumentative, informative/explanatory, narrative)
- writing that is appropriate to the task, purpose, and audience
- the characteristics of clear and coherent writing (e.g., development, organization, style)
- effective research practices, including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources accurately
- the effective delivery of a speech or presentation (e.g., eye contact, visual aids, tone)
- methods used to appeal to a specific audience (e.g., expert opinion, generalization, testimonial)
- effective written argument with strong supporting evidence.

2.3: Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and the impact of languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.

 2.3.1: Candidates exhibit awareness of language use and vocabulary, including

- understanding of the conventions of English grammar, usage, syntax, mechanics (e.g., sentence types, verb tenses, punctuation)
- understanding of the uses of affixes, context, etymology, and syntax to determine word meaning
- understanding of the use of print and digital reference materials to support correct language usage
- familiarity with variation in dialect and diction across regions, cultural groups, and time periods.

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3. Instructional Practice: Planning for Instruction in ELA *NCTE: Standard 3*	*Standard 3: Candidates apply and demonstrate knowledge of theories, research, and ELA to plan coherent, relevant, standards-aligned, and differentiated instruction and assessment.* 3.1: Candidates use a variety of resources and technologies to plan coherent, relevant, standards-aligned, and differentiated instruction that incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals. 3.2: Candidates identify and/or design formative and summative assessments that reflect ELA research, align with intended learning outcomes, and engage learners in monitoring their progress toward established goals.
4. Instructional Practice: Implementing Instruction in ELA *NCTE: Standard 4*	*Standard 4: Candidates implement planned coherent, relevant, standards-aligned and differentiated ELA instruction and assessment to motivate and engage all learners.* 4.1: Candidates implement coherent, relevant, standards-aligned and differentiated instruction that uses a variety of resources and technologies and incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals. 4.2: Candidates implement formative and summative assessments that reflect ELA research, align with intended learning outcomes, engage learners in monitoring their progress toward established goals, and guide the next steps of ELA instruction. 4.3: Candidates communicate with learners about their performance in ELA in multiple ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, written feedback).
5. Professional Responsibility of ELA Teachers *NCTE: Standard 5* *GUIDE for Life*	*Standard 5: Candidates reflect on their ELA practice, use knowledge and theoretical perspectives to collaborate with educational community members, and demonstrate readiness for leadership, professional learning, and advocacy.* 5.1: Candidates reflect on their own identities and experiences and how they frame their practices and impact their teaching of ELA. 5.2: Candidates use feedback and evidence from a range of sources to reflect upon and inform their practice. 5.3: Candidates apply and demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities. 5.4: Candidates demonstrate readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.

	5.5: Candidates demonstrate an awareness level of the DESE GUIDE for Life program and how to incorporate the concepts into the school experience.
6. Science of Reading *Praxis (5047)* *AR FOR*	6.1 Candidates exhibit awareness of foundational reading skills 6.2 Candidates exhibit awareness of the development of reading comprehension 6.3 Candidates exhibit awareness of reading assessment and instruction