

Middle Childhood Content Competencies: ENGLISH/LANGUAGE ARTS, Grades 4-8

2018

In addition to the Arkansas Teaching Standards, the teacher of middle childhood English/ language arts, grades 4-8, shall demonstrate meet the expectations set by the following content-specific competencies:

<p>1. Science of Reading</p> <p>FOR</p> <p>Praxis 5047</p>	<p>1.1 Exhibit awareness of foundational reading skills including</p> <ul style="list-style-type: none"> ● Phonological and phonemic awareness ● Concepts of print and the alphabetic principle ● The role of phonics in promoting reading development ● Word analysis skills and strategies <p>1.2 Exhibit awareness of the development of reading comprehension including</p> <ul style="list-style-type: none"> ● Vocabulary development ● Reading comprehension skills and strategies for imaginative/literary texts ● Reading comprehension skills and strategies for informational/expository texts <p>1.3 Exhibit awareness of reading assessment and instruction including</p> <ul style="list-style-type: none"> ● Formal and informal methods for assessing reading development ● Multiple approaches to reading instruction
<p>2. Literature</p> <p>Praxis 5047</p>	<p>2.1 Demonstrate knowledge of the major works, authors, and contexts of United States, British, and World Literature appropriate for adolescents by</p> <ul style="list-style-type: none"> ● Identifying the authors and titles of major works of fiction, poetry, drama, and literary nonfiction appropriate for adolescents ● Identifying the historical or literary context of major works of fiction, poetry, drama, and literary nonfiction appropriate for adolescents <p>2.2 Demonstrate understanding of the defining characteristics of literary genres (e.g., poetry, literary nonfiction, drama) by</p> <ul style="list-style-type: none"> ● Identifying typical characteristics of a genre ● Applying correct terminology for a genre (e.g., stanza vs. paragraph) <p>2.3 Demonstrate knowledge of the defining characteristics of major subgenres (e.g., sonnet,</p>

	<p>historical fiction, functional text) by</p> <ul style="list-style-type: none"> ● Identifying characteristics of subgenres through distinctions in form or content (e.g., sonnets versus ballads, satire versus realism) ● Differentiating between two subgenres (e.g., historical fiction and science fiction) <p>2.4 Demonstrate understanding of how literary and inferential interpretations of a literary text can be supported with textual evidence by</p> <ul style="list-style-type: none"> ● Comprehending the literal meaning of a text ● Drawing inferences from a text ● Determining the textual evidence that supports an analysis of what a text says or implies <p>2.5 Demonstrate understanding of how a theme is developed within and across works from a wide variety of literary genres and other media</p> <ul style="list-style-type: none"> ● Identifying the theme of a given text ● Analyzing how a theme is developed throughout one or more works ● Recognizing universal themes from myths, traditional stories, or religious works and how they are rendered or alluded to in contemporary works <p>2.6 Demonstrate understanding of how literary elements (e.g., characterization, setting, plot development) contribute to the meaning of a text by</p> <ul style="list-style-type: none"> ● Analyzing the impact of differences in the points of view of characters and readers ● Analyzing the structure of a plot ● Analyzing how setting contributes to mood, tone, and conflict ● Analyzing how particular lines of dialogue or story events impact meaning ● Analyzing the text for the use of indirect and direct characterization <p>2.7 Demonstrate understanding of how word choice (e.g., figurative, connotative, or informal language) contributes to the meaning and tone of a literary text by</p> <ul style="list-style-type: none"> ● Distinguishing between connotation and
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	<p>denotation in a text</p> <ul style="list-style-type: none"> ● Identifying examples of various types of figurative language (e.g., extended metaphor, imagery, hyperbole) ● Distinguishing between what is directly stated in a text and what is meant (e.g., satire, irony, understatement) ● Determining the meaning of words and phrases as they are used in a text, including figurative and connotative meaning ● Analyzing the impact of specific word choices on meaning and tone <p>2.8 Demonstrate understanding of how poetic devices and structure contribute to the meaning of a poem by</p> <ul style="list-style-type: none"> ● Analyzing how poetic devices (e.g., rhyme scheme, rhythm, figurative language) contribute to the meaning of a poem ● Analyzing how the structure of a poem contributes to its meaning <p>2.9 Demonstrate understanding of literary skills to support active reading of a literary text (e.g., making predictions, making connections with the text, summarizing) by</p> <ul style="list-style-type: none"> ● Identifying literacy skills to support active reading (e.g., text-to-self connection, prediction, summarizing) ● Evaluating a summary of a passage ● Evaluating the strength of a prediction based on textual evidence
<p>3. Informational Texts and Rhetoric</p> <p>Praxis 5047</p>	<p>3.1 Demonstrate understanding of how literary and inferential interpretations of an informational text can be supported with textual evidence by</p> <ul style="list-style-type: none"> ● Comprehending the literal meaning of a text ● Drawing inferences from a text ● Determining the textual evidence that supports an analysis of what a text says or implies ● Compares two or more texts that provide conflicting facts or perspectives on the same topic

	<p>3.2 Demonstrate knowledge of a variety of organizational patterns that can be used to develop a central idea in an informational text by</p> <ul style="list-style-type: none"> ● Identifying the central idea of a text ● Analyzing how an author develops or refines a central idea in a text ● Identifying the organizational pattern of a text (e.g., problem-solution, cause-effect, chronological order) ● Analyzing how ideas are connected to an distinguished from one another in a text <p>3.3 Demonstrate understanding of how word choice (e.g., figurative, connotative, or technical language) contributes to the meaning and tone of an informational text by</p> <ul style="list-style-type: none"> ● Distinguishing between connotation and denotation in a text ● Identifying the purpose of technical language in a text ● Distinguishing between what is directly stated in an information text and what is meant (satire, irony, understatement) <p>3.4 Demonstrate understanding of methods authors use to convey purpose and perspective informational texts by</p> <ul style="list-style-type: none"> ● Determining an author’s point of view or purpose ● Analyzing how an author uses rhetoric to support the point of view or purpose of a text
<p>4. Language Use and Vocabulary</p> <p>Praxis 5047</p>	<p>4.1 Demonstrate understanding of the conventions of standard English grammar, usage, syntax, and mechanics (e.g., sentence types, verb tenses, punctuation) by</p> <ul style="list-style-type: none"> ● Explaining the function of different parts of speech ● Identifying errors in standard English grammar, usage, syntax, and mechanics (e.g., inconsistent verb tense, nonparallel structure) ● Justifying grammar, usage, syntax, and mechanics choices (e.g., colon versus semicolon, its versus it’s, saw versus seen) ● Identifying examples of different sentence types

	<p>(e.g., simple, compound, compound-complex)</p> <p>4.2 Demonstrate understanding of the use of affixes, context, and syntax to determine word meaning by</p> <ul style="list-style-type: none"> ● Applying knowledge of affixes to determine word meaning ● Using context clues to determine word meaning ● Applying knowledge of syntax to determine word meaning <p>4.3 Understand the use of print and digital reference materials to support correct language usage and determine the most appropriate print or digital reference material for a particular language usage task</p> <p>4.4 Be familiar with and be able to identify variation in dialect and diction across regions, cultural groups, and time periods</p>
<p>5. Writing, Speaking, and Listening</p> <p>Praxis 5047</p>	<p>5.1 Exhibit understanding of the distinct characteristics of various types of writing (e.g., argumentative, informative/explanatory, narrative) by</p> <ul style="list-style-type: none"> ● Distinguishing among common types of writing ● Identifying examples of common types of writing ● Identifying typical characteristics of a type of writing <p>5.2 Exhibit understanding that effective writing is appropriate to the task, purpose, and audience by</p> <ul style="list-style-type: none"> ● Identifying the task, purpose, or intended audience for a piece of writing ● Choosing the most appropriate type of writing for a particular task, purpose, or audience ● Evaluating the effectiveness of a particular piece of writing for a specific task, purpose or audience <p>5.3 Exhibit understanding of the characteristics of clear and coherent writing (e.g., development, organization, style) by</p> <ul style="list-style-type: none"> ● Identifying details that help to develop a main idea ● Organizing parts of a text clearly and coherently ● Choosing appropriate transitions ● Justifying stylistic choices within a clear and coherent piece of writing <p>5.4 Exhibit knowledge of effective research practices,</p>

	<p>including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources accurately by</p> <ul style="list-style-type: none"> ● Identifying relevant information during research on a given topic ● Evaluating the credibility of a print or digital source ● Identifying effective research practices ● Interpreting a citation of a print or digital source ● Applying appropriate documentation techniques when quoting or paraphrasing source material to avoid plagiarism
<p>6. Computing Concepts</p> <p>AR CSS K-8</p>	<p>6.1 Demonstrate understanding of computational thinking and problem solving by</p> <ul style="list-style-type: none"> ● Analyzing problem solving strategies ● Analyzing connections between elements of mathematics and computer science ● Solving problems cooperatively and collaboratively <p>6.2 Demonstrate understanding of data and information by</p> <ul style="list-style-type: none"> ● Analyzing various ways in which data is represented Collecting, arranging, and representing data ● Interpreting and analyzing data and information <p>6.3 Demonstrate understanding of algorithms and computer programs by</p> <ul style="list-style-type: none"> ● Creating, evaluating, and modifying algorithms ● Creating computer programs to solve problems <p>6.4 Demonstrate understanding of computers and communications by</p> <ul style="list-style-type: none"> ● Analyzing the utilization of computers ● Utilizing appropriate digital tools for various applications ● Analyzing various components and functions of computers <p>6.5 Demonstrate understanding of community, global, and ethical impacts by analyzing appropriate uses of technology</p>
<p>7. Instruction</p> <p>Praxis 5047</p> <p>AMLE</p>	<p>7.1 Know commonly used research-based approaches to supporting language acquisition and vocabulary development for diverse learners</p> <p>7.2 Use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g. critical thinking, problem solving, evaluation of information gained)</p>

	<p>so that you adolescents are actively engaged in their learning.</p> <p>7.3 Use instruction that is responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities</p> <p>7.4 Know commonly used research-based approaches to grouping and differentiated instruction to meet specific instructional objectives in English Language Arts (e.g., literature circles, peer conferencing, collaborating with educators of exceptional/special needs or linguistically diverse children)</p> <p>7.5 Be familiar with approaches to choosing texts for students based on ability and interests</p> <p>7.6 Understand commonly used research-based strategies for teaching adolescent reading (e.g., activating prior knowledge, modeling, metacognitive practices)</p> <p>7.7 Understand commonly used research-based approaches to teaching components of writing (e.g., writing workshop, modeling)</p> <p>7.8 Develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained</p>
<p>8. Young Adolescent Development</p> <p>AMLE</p>	<p>8.1 Use comprehensive knowledge of young adolescent development to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from your own</p> <p>8.2 Demonstrate understanding of the implications of diversity on the development of young adolescents by</p> <ul style="list-style-type: none"> ● Implementing curriculum and instruction that is responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities ● Participating successfully in middle level practices that consider and celebrate the diversity of all young adolescents <p>8.3 Apply knowledge of young adolescent development when making decisions about respective roles in</p>

	creating and maintaining developmentally responsive learning environments
<p>9. Middle Level Philosophy and School Organization</p> <p>AMLE</p>	<p>9.1 Demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools</p> <p>9.2 Utilize knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students and apply this knowledge and function successfully within a variety of school organizational settings</p>
<p>10. Professional Responsibilities</p> <p>AMLE</p>	<p>10.1 Understand, reflect on, and succeed in unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents)</p> <p>10.2 Serve as advocates for all young adolescents and for developmentally responsive schooling practices</p> <p>10.3 Understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning</p> <p>10.4 Demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence</p>