

# Competencies for Secondary Teachers: English/Language Arts, Grades 7-12

2014

In addition to the Arkansas Teaching Standards, the teacher of English, grades 7-12, shall demonstrate knowledge and competencies in the following areas:

<p><b>1. Reading – Foundational Skills</b> CCSS-ELA: RF.K-5.1-4 NCTE: I.1; I.2</p>	<p>1.1 Knowledge of how students learn to read and how explicit and systematic instruction in each of these areas produces successful readers, including</p> <ul style="list-style-type: none"> <li>• Organization and features of print</li> <li>• Knowing and applying word analysis skills in decoding words</li> <li>• Reading with sufficient accuracy and fluency to support comprehension</li> </ul> <p>1.2 Ability to identify the differentiated needs of secondary level readers and strategically address them</p> <ul style="list-style-type: none"> <li>• Understanding of the methods of diagnosis of reading difficulties</li> <li>• Knowledge of intervention strategies for struggling readers</li> </ul>
<p><b>2. Reading - Literature</b> (defined as stories, drama and poetry) CCSS-ELA: RL.7-12.1-10 NCTE: I.1; I.2</p>	<p>2.1 Knowledge of developmentally appropriate literary texts across genres, cultures, and centuries by</p> <ul style="list-style-type: none"> <li>• Knowing the historical, cultural, and literary contexts of major works and authors of United States, British, World Literature, and young adult literature</li> <li>• Knowing the defining characteristics of major forms within each primary literary genre (e.g. poetry, ballad, haiku, sonnet, blank verse)</li> </ul> <p>2.2 Ability to select developmentally appropriate literary texts, using all measures of text complexity: qualitative, quantitative, and reader and task</p> <p>2.3 Ability to read literary texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <ul style="list-style-type: none"> <li>• Developing text-based questions to elicit both literal and inferential understanding of texts that is accurately supported by quoting several pieces of textual evidence that most strongly support the analysis</li> <li>• Analyzing a text to understand how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the individual literary elements such as plot, setting, characters, theme, and/or point of view</li> <li>• Analyzing how a drama’s or poem’s form or structure contributes to its meaning</li> <li>• Describing how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution</li> <li>• Describing in depth a character, setting, or event in a story or drama, drawing on specific details in the text</li> </ul>

ATS (InTASC) = 2011 Arkansas Teaching Standards (Interstate Teacher Assessment and Support consortium)

CCSS = Common Core State Standards

NCTE = 2012 National Council of English Teachers

Praxis II(5039) = Praxis II: English Language Arts: Content and Analysis

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	<ul style="list-style-type: none"> <li>• Comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific details in the text</li> <li>• Analyzing the relationships among the elements of a text to understand how one impacts others and contributes to the development of the theme and/or plot throughout the text</li> <li>• Analyzing how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</li> <li>• Paraphrasing and providing of objective summaries of texts and differentiating the characteristics of these skills</li> <li>• Determining the meaning of words and phrases including figurative and connotative meanings and analyzing the impact of specific word choice on meaning and tone, including analogies or allusions to other texts, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors)</li> <li>• Interpreting figurative language in context and analysis of its role in the text</li> <li>• Recognizing rhetorical strategies (e.g., satire, irony, understatement, hyperbole)</li> </ul> <p>2.4 Ability to analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text</p> <p>2.5 Ability to analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact</p> <p>2.6 Ability to analyze how an author develops and contrasts the points of view of different characters or narrators in a text by</p> <ul style="list-style-type: none"> <li>• Analyzing a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</li> </ul> <p>2.7 Ability to analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor by</p> <ul style="list-style-type: none"> <li>• Comparing and contrasting the experience of reading a literary text to listening to or viewing an audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium, including contrasting what is “seen” and “heard” when reading the text as to what is perceived when listening or watching</li> </ul>
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	<ul style="list-style-type: none"> <li>• Evaluating how each version interprets the source text</li> </ul> <p>2.8 Ability to analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry)</p> <p>2.9 Ability to compare and contrast multiple literary texts with similar themes or topics across genres, cultures, and centuries</p> <p>2.10 Ability to compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history</p> <p>2.11 Ability to analyze how a work of fiction draws on source material by using themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new</p> <p>2.12 Ability to understand various literary theories (e.g., reader-response, feminist criticism) for interpreting and critiquing literary texts by</p> <ul style="list-style-type: none"> <li>• Recognizing ways literary theories are used to interpret and critique texts</li> </ul>
<p><b>3. Reading - Informational Text</b></p> <p>CCSS-ELA: RI.7-12.1-10 NCTE: I.1; I.2</p>	<p>3.1 Ability to understand developmentally appropriate informational texts across genres, cultures, and centuries by</p> <ul style="list-style-type: none"> <li>• Recognizing rhetorical strategies (e.g., satire, irony, understatement, hyperbole)</li> <li>• Identifying methods of appeal or persuasion (e.g., expert opinion, generalization, testimonial)</li> </ul> <p>3.2 Ability to select developmentally appropriate informational texts, using all measures of text complexity: qualitative, quantitative, and reader and task</p> <p>3.3 Ability to read informational texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <ul style="list-style-type: none"> <li>• Distinguishing between what the text says explicitly and what may be inferred from the text</li> <li>• Determining a central idea of a text and analyzing its development over the course of the text, including its relationship to supporting ideas and providing an objective summary of the text</li> <li>• Analyzing how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)</li> <li>• Determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</li> <li>• Analyzing the impact of specific word choices on meaning and tone, including analogies or allusions to other texts</li> <li>• Analyzing and evaluating the effectiveness of the</li> </ul>

	<p>structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging</p> <ul style="list-style-type: none"> <li>• Determining an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text</li> <li>• Evaluating whether evidence is relevant, factual, and/or sufficient</li> <li>• Identifying false statements and fallacious reasoning (e.g., slippery slope, red herring, straw man, post hoc ergo propter hoc)</li> <li>• Identifying how text features (e.g., index, glossary, headings, footnotes, visuals) contribute to the central idea of an informational text</li> </ul> <p>3.4 Ability to integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem by</p> <ul style="list-style-type: none"> <li>• Evaluating the advantages and disadvantages of using different mediums to present a particular topic or idea</li> <li>• Delineating and evaluating the argument and specific claims in print and non-print text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced</li> </ul> <p>3.5 Ability to delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)</p> <p>3.6 Ability to analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features</p>
<p><b>4. Writing</b></p> <p>CCSS-ELA: W.7-12.1-10 NCTE: II.1; II.3</p>	<p>4.1 Knowledge of the learning progression of writing in a variety of forms for various audiences and purposes by</p> <ul style="list-style-type: none"> <li>• Identifying how the task, purpose, or intended audience affects a piece of writing</li> <li>• Choosing the most appropriate type of writing for a task, purpose, and audience</li> <li>• Evaluating the effectiveness of a piece of writing for a specific task, purpose, and audience</li> <li>• Writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and</li> </ul>

	<p>relevant evidence</p> <ul style="list-style-type: none"> <li>• Writing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</li> <li>• Writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</li> </ul> <p>4.2 Knowledge of the distinct characteristics of various modes of writing (e.g., informative, argumentative, narrative) and produce texts within common modes of writing by</p> <ul style="list-style-type: none"> <li>• Distinguishing between common modes of writing</li> <li>• Identifying examples of common types of writing</li> <li>• Determining most appropriate mode of writing for an author’s purpose and audience</li> </ul> <p>4.3 Ability to produce clear and coherent writing, develop and strengthen writing as needed, and use technology to produce, publish, and update writing</p> <p>4.4 Ability to conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation</p> <p>4.5 Ability to ethically gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism</p> <p>4.6 Ability to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism</p>
<p><b>5. Speaking and Listening</b></p> <p>CCSS-ELA: SL.7-12.1-6 NCTE: II.2</p>	<p>5.1 Ability to understand that comprehension and collaboration are key to effective speaking and listening in the classroom</p> <p>5.2 Ability to engage students effectively in a range of collaborative discussions (one-on-one, groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly</p> <p>5.3 Ability to paraphrase, summarize, and analyze a text or information presented in diverse media and formats and evaluating the motives behind the presentation</p> <p>5.4 Ability to understand the qualities and a variety of effective strategies for presenting knowledge and ideas</p> <p>5.5 Ability to demonstrate a variety of effective strategies for presenting knowledge and ideas</p> <p>5.6 Ability to present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details using appropriate eye contact, adequate volume, and clear pronunciation</p> <p>5.7 Ability to integrate multimedia and visual displays into presentations to clarify information, strengthen claims and</p>

	<p>evidence, and add interest</p> <p>5.8 Ability to adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>
<p><b>6. Language</b></p> <p>CCSS-ELA: L.7-12.1-6 NCTE: II.2</p>	<p>6.1 Ability to understand how language knowledge, skills, and understanding are acquired through listening, reading, and explicit instruction and demonstrated through speaking and writing by</p> <ul style="list-style-type: none"> <li>• Explaining the function of the different parts of speech</li> <li>• Identifying different components of sentences (e.g., clauses, phrases)</li> </ul> <p>6.2 Ability to demonstrate an understanding of the rules of Standard English, including grammar, usage, syntax, and mechanics</p> <p>6.3 Ability to model the conventions of Standard English for students by</p> <ul style="list-style-type: none"> <li>• Demonstrating command of the conventions of standard English grammar and usage when writing or speaking</li> <li>• Demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing</li> </ul> <p>6.4 Ability to apply knowledge of language by correctly using standard conventions when writing, speaking, reading, or listening by</p> <ul style="list-style-type: none"> <li>• Varying sentence patterns for meaning, reader/listener interest, and style</li> <li>• Maintaining consistency in style and tone</li> </ul> <p>6.5 Ability to model vocabulary acquisition and use by determining or clarifying the meaning of unknown and multiple-meaning words and phrases using grade-level appropriate strategies</p> <p>6.6 Ability to demonstrate an understanding of figurative language, word relationships, and nuances in word meanings</p> <p>6.7 Ability to acquire and use accurately grade-appropriate general academic and domain-specific words and phrases by modeling how to gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p> <p>6.8 Ability to demonstrate a familiarity in dialect and diction by</p> <ul style="list-style-type: none"> <li>• Identifying variation in dialect and diction across regions, cultural groups, and time periods</li> <li>• Understanding the concept of dialect and its appropriateness depending on purpose and audience</li> </ul> <p>6.9 Ability to understand the use of print and digital reference materials to support and enhance language usage by</p> <ul style="list-style-type: none"> <li>• Determining the most appropriate print or digital reference material (spell checker, style manual, dictionary, glossary) for a particular language usage task</li> </ul>

<p><b>6. Pedagogy</b></p> <p>CCSS-ELA: NCTE:</p>	<p>7.1 Knowledge of the purposes and methods of assessing reading, writing, speaking, and listening</p> <p>7.2 Knowledge of the components of effective oral communication in a variety of settings (e.g., one-on-one, in groups)</p> <p>7.3 Ability to understand how reading strategies (e.g., making predictions, making connections, summarizing) support comprehension by</p> <ul style="list-style-type: none"> <li>• Identifying literacy skills to support active reading(e.g., text-to-self connection, prediction, summarizing)</li> <li>• Evaluating a summary of a passage</li> <li>• Evaluating the strength of prediction based on textual evidence</li> </ul> <p>7.4 Ability to understand and recognize commonly used research-based strategies for reading instruction (e.g., activating prior knowledge, modeling metacognitive practices, active reading) by</p> <p>7.5 Ability to understand, recognize, and evaluate commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners by</p> <p>7.6 Ability to understand approaches for instructing students on the effective use of digital media to support and enhance communication by</p> <ul style="list-style-type: none"> <li>• Identifying techniques for instructing students to choose and use technological tools(e.g., presentation software, blogs, wikis) for effective communication</li> <li>• Evaluating the effectiveness of specific technology-based strategies to achieve enhanced understanding of communication goals</li> </ul> <p>7.7 Ability to understand commonly used research-based approaches to teaching components of writing by</p> <ul style="list-style-type: none"> <li>• Recognizing commonly used research-based strategies (e.g., writing workshop, modeling) for teaching components of the writing process</li> <li>• Identifying research-based strategies for teaching particular writing tasks</li> <li>• Interpreting research and applying it to particular writing instruction challenges</li> </ul> <p>7.8 Ability to understand purposes and methods of assessing reading, writing, speaking, and listening by</p> <ul style="list-style-type: none"> <li>• Identifying approaches to and purposes of formative and summative assessment of reading, writing, speaking, and listening (e.g., use of rubrics, conferencing techniques, providing useful feedback)</li> <li>• Evaluating the effectiveness of a variety of research-based approaches to and purposes of formative and summative assessment of reading, writing, speaking, and listening (e.g., use of rubrics, conferencing, techniques, providing useful feedback)</li> </ul>
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	<ul style="list-style-type: none"><li>• Evaluating the effectiveness of specific strategies for students initiating and participating effectively in discussions</li></ul> <p>7.9 Ability to understand that students bring various perspectives, cultures, and backgrounds to reading, writing, listening, and speaking, and how to incorporate that awareness into classroom instruction by</p> <ul style="list-style-type: none"><li>• Using knowledge of students' individual and group identities to plan instruction responsive to their needs</li><li>• Knowing strategies for creating a safe environment for reading, writing, speaking, and listening to take place</li></ul>
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