

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

**2013**

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

<p><b>1. Reading – Foundational Skills</b></p> <p>CCSS-ELA: RF.K-5.1-4 NCTE: I.1: I.2 Praxis II (0044/5044): I. F</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 and 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>
<p><b>2. Reading - Literature</b> (defined as stories, drama and poetry)</p> <p>CCSS-ELA: RL.7-12.1-10 NCTE: I.1; I.2 Praxis II (0044/5044): I. A,C-E IV. A-B</p>	<p>2.1 Knowledge of developmentally appropriate literary texts across genres, cultures, and centuries</p> <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 supports the analysis</li> <li>• Analyzing a text to understand how a particular sentence, chapter, scenes, or stanza fits in 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> <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</li> </ul>

	<p>understand how one impacts others and contributes to the</p> <ul style="list-style-type: none"> <li>○ development of the theme and/or plot throughout the text</li> <li>○ analysis of 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>○ determination of 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> </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</p> <ul style="list-style-type: none"> <li>• Analyze 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</p> <ul style="list-style-type: none"> <li>• Compare and contrast 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> <li>• Evaluate 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</p>
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	<p>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><b>3. Reading - Informational Text</b></p> <p>CCSS-ELA: RI.7-12.1-10</p> <p>NCTE: I.1; I.2</p> <p>Praxis II (0044/5044): I.B</p>	<p>3.1 Knowledge of developmentally appropriate informational texts across genres, cultures, and centuries</p> <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>• 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 supports the analysis</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 structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging</li> <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> </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 a 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., <i>The Federalist</i>, 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</p> <p>NCTE: II.1; II.3</p> <p>Praxis II (0044/5044): III.A.1-3 III.B.1-7</p>	<p>4.1 Knowledge of the learning progression of writing in a variety of forms for various audiences and purposes</p> <p>4.2 Ability to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant evidence</p> <p>4.3 Ability to write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>4.4 Ability to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p>4.5 Ability to produce clear and coherent writing, develop and strengthen writing as needed, and use technology to produce, publish, and update writing</p> <p>4.6 Ability to conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation</p> <p>4.7 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>4.8 Ability to draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>4.9 Ability to understand the importance of writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>
<p><b>5. Speaking and Listening</b></p> <p>CCSS-ELA: SL.7-12.1-6</p> <p>NCTE: II.2</p> <p>Praxis II (0044/5044): NA</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 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</p> <p>NCTE: II.2</p> <p>Praxis II (0044/5044): IIA-D</p>	<p>6.1 Knowledge that language knowledge, skills, and understanding are acquired through listening, reading, and explicit instruction and demonstrated through speaking and writing</p> <p>6.2 Ability to demonstrate an understanding of the rules of Standard English, including grammar, usage, &amp; syntax</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</li> </ul>

	<p>English capitalization, punctuation, and spelling when writing</p> <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>6.4 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>
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