

English Language Arts

[27.100]

STANDARD 1

The competent English language arts teacher understands and uses good pedagogical skills.

Knowledge Indicators - *The competent English language arts teacher:*

- 1A. understands how to design, select, modify, and evaluate materials that reflect curriculum goals, current knowledge, and the interests, motivation, and needs of individual learners.
- 1B. understands and is sensitive to the diversity that exists among learners and how differences influence reading, learning, and communicating.
- 1C. understands cultural, linguistic, and ethnic diversity and recognizes the positive contributions of diversity.
- 1D. understands the role of motivation and interest in learning to read.
- 1E. understands the influence of school programs (e.g., remedial programs, gifted programs, tracking) on student's learning.
- 1F. recognizes and understands that assessment must take into account the complex nature of reading, writing, and language and must be based on a range of authentic literacy-related tasks using a variety of texts and resources.
- 1G. recognizes and understands the importance of aligning assessment with curriculum and instruction.
- 1H. recognizes and understands the importance of technological resources in teaching and learning.

Performance Indicators - *The competent English language arts teacher:*

- 1I. promotes the development of an environment that fosters interest and growth in all aspects of literacy.
- 1J. models reading aloud.
- 1K. uses good grammar and appropriate sentence construction in both oral and written communication.
- 1L. practices effective listening techniques.
- 1M. provides students with appropriate and constructive evaluation and feedback.
- 1N. uses a variety of instructional strategies and devices to be inclusive of all learners' needs.
- 1O. promotes students understanding of interdisciplinary relevancy.
- 1P. uses literature and instructional materials relative to all disciplines in appropriate fictional and non-fictional contexts.
- 1Q. models sensitivity to the cultural, linguistic, and ethnic diversity of all learners.
- 1R. uses technological resources to enhance teaching and learning.

STANDARD 2

The competent English language arts teacher understands the nature of reading, how it develops, and the implications of its many uses for instructional programs.

Knowledge Indicators - *The competent English language arts teacher:*

- 2A. knows that literacy is a lifelong activity that enables personal fulfillment and successful functioning in society, including participation as a citizen.

- 2B. understands, respects, and values cultural, linguistic, and ethnic diversity and their relationship to learning to read.
- 2C. understands reading as a process of constructing meaning through the interaction of the reader's existing knowledge and experience, the information suggested by written language, and the context of the reading situation.
- 2D. understands the roles of motivation and interest in learning to read.
- 2E. understands language development, cognition, and learning as applied to reading development.
- 2F. understands the role that various language components play in reading development: phonemes (sounds of the language); morphemes (words and meaningful parts of words); semantics (meaning); and syntax (sentence structure and parts of speech); as well as pragmatic aspect of language (how language works in a social context).
- 2G. recognizes the relationships among the four language arts (reading, writing, listening, and speaking) and knows how to provide opportunities to integrate these through instruction.
- 2H. understands the importance of using reading and writing in all content areas, including social studies, mathematics, and science.
- 2I. understands emergent literacy and home and school experiences that support it.

STANDARD 3

The competent English language arts teacher knows the benefits and limitations of various materials and selects and uses these materials appropriately.

Knowledge Indicators - *The competent English language arts teacher:*

- 3A. knows a variety of materials that can be used for teaching reading, including trade books (both fiction and nonfiction), commercially available basal readers or anthologies, magazines, predictable and decodable texts, and electronic media.
- 3B. knows how to create, organize, and use a classroom library.

Performance Indicators - *The competent English language arts teacher:*

- 3C. analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- 3D. uses students' interests, knowledge and experiences, cultural backgrounds, and developmental levels as the basis for selecting materials.
- 3E. selects and uses high-quality technological materials as a resource for reading and learning (CD-ROM, Internet, etc.).

STANDARD 4

The competent English language arts teacher uses and extends oral language to develop reading.

Knowledge Indicators - *The competent English language arts teacher:*

- 4A. understands similarities and differences in oral and written language learning.
- 4B. is aware of students' dialects and language differences and understands the implications of these differences in teaching children to read standard English.
- 4C. knows how oral language activities can be used effectively to teach reading.
- 4D. knows a variety of approaches for developing and assessing phonemic awareness, including activities that encourage rhyming and the blending, manipulation, and segmentation of phonemes.

Performance Indicators - *The competent English language arts teacher:*

- 4E. provides oral language experiences that extend language growth and support reading development.
- 4F. engages students in various types of discussion and talks about texts that are read to them.
- 4G. engages students in readers' theater, choral reading, and other oral language activities that are related to reading.

STANDARD 5

The competent English language arts teacher plans, teaches, and assesses student knowledge in multiple areas of word identification.

Knowledge Indicators - *The competent English language arts teacher:*

- 5A. recognizes the types of words that should be learned as sight words and is aware of various lists of sight words.
- 5B. knows the common letter-sound correspondences and English spelling patterns.
- 5C. knows the organization of phonics instruction.
- 5D. knows how to teach basic concepts of print (where to begin reading on a page and that print refers to speech, directionality, text format, concept of word, punctuation, etc.).
- 5E. knows how to teach the letters of the alphabet.
- 5F. knows ways to teach sight vocabulary effectively.
- 5G. knows ways to teach phonics effectively, including word analogies, word sorting, and systematic explicit instruction.
- 5H. knows how spelling and phonics relate and how to use children's writing to stimulate phonics learning and to evaluate its progress.

Performance Indicators - *The competent English language arts teacher:*

- 5I. assesses emergent reading abilities including phonemic awareness, concepts of print, and letter knowledge.
- 5J. assesses students' sight word knowledge.
- 5K. encourages students to use phonics knowledge together with context to help figure out unknown words.
- 5L. teaches students to use common affixes to aid word identification.

STANDARD 6

The competent English language arts teacher plans, teaches, and assesses lessons to enhance reading fluency.

Knowledge Indicators - *The competent English language arts teacher:*

- 6A. knows that oral reading fluency requires accuracy, speed, and expression and understands its role in reading development.
- 6B. understands the relationship between oral and silent reading.
- 6C. knows how to use predictable books, poetry, and songs as the basis for early fluency development.

Performance Indicators - *The competent English language arts teacher:*

- 6D. responds to dialect differences or developmental speech problems in oral reading.
- 6E. reads to students in ways that support fluency development.
- 6F. encourages independent reading by students.
- 6G. uses strategies for developing fluency, including shared reading, choral reading, repeated reading, and dramatization.
- 6H. assesses students' fluency by listening to them read.

STANDARD 7

The competent English language arts teacher knows how to plan and teach effective vocabulary lessons and how to encourage the types of reading likely to stimulate progress in vocabulary learning.

Knowledge Indicators - *The competent English language arts teacher:*

- 7A. understands the role of vocabulary in reading comprehension and learning from text in subject areas.
- 7B. knows how to use technology to enhance and encourage vocabulary skills.

Performance Indicators - *The competent English language arts teacher:*

- 7C. uses teacher reading effectively to build new vocabulary knowledge.
- 7D. engages students in word play, games, and dramatization activities that teach word meanings.
- 7E. develops knowledge of concepts and knowledge of words and recognizes when each would be appropriate.
- 7F. teaches students to use context and reference materials for the learning of word meanings.
- 7G. teaches the meanings of common word structures (affixes and common roots).
- 7H. teaches students to define words in a variety of ways, including categories, synonyms, antonyms, definitions, contexts, pictorial representations, and analogies.
- 7I. teaches students to develop connections or relationships among words, contexts, and personal experiences.
- 7J. teaches students to review vocabulary to increase retention.
- 7K. encourages both a breadth and depth of reading experiences to build new vocabulary.

STANDARD 8

The competent English language arts teacher plans and teaches lessons that support and extend students' comprehension abilities with a variety of materials, and assesses student reading comprehension.

Knowledge Indicators - *The competent English language arts teacher:*

- 8A. knows the relationship between listening comprehension and reading comprehension.
- 8B. knows how types of questions affect reading comprehension and how they can be used to promote comprehension and learning.
- 8C. recognizes the types of questions and levels of understanding expected in different subject areas.

Performance Indicators - *The competent English language arts teacher:*

- 8D. encourages students to respond personally to literary and informational materials and helps them to connect their prior knowledge and experiences to text.
- 8E. plans and teaches guided reading lessons that model and guide student use of comprehension strategies before, during, and after reading text.
- 8F. encourages a variety of student responses to text, including dramatization, art, discussion, and multi-media presentation.
- 8G. teaches students to use a variety of book features (such as table of contents and index), and organizational patterns common to information text to improve understanding and recall of text.
- 8H. plans and teaches lessons on how to preview and prepare to read a text effectively.
- 8I. plans and teaches lessons on how to monitor comprehension and how to correct confusions and misunderstandings that arise during reading.
- 8J. plans and teaches lessons that enable students to summarize, analyze critically, evaluate, and synthesize information read.
- 8K. plans and teaches units that require students to conduct research or inquiry using multiple texts and other sources of information.
- 8L. encourages students to write about what they read in order to improve understanding.
- 8M. teaches students to identify a variety of literary elements to enhance comprehension.

STANDARD 9

The competent English language arts teacher knows that all instruction should be based upon an assessment of students' current knowledge and abilities.

Knowledge Indicators - *The competent English language arts teacher:*

- 9A. understands the use of standardized and informal reading assessments, including on-going observations.
- 9B. knows how to conduct a parent interview to gain the parent's perspective on the child's reading development.
- 9C. understands the implications of cultural, linguistic and ethnic differences for interpretation of assessments.
- 9D. recognizes technological resources appropriate to student knowledge and ability.

Performance Indicators - *The competent English language arts teacher:*

- 9E. determines students' independent, instructional and frustrational reading levels.
- 9F. interprets appropriately the results of standardized reading tests, including the State assessment.
- 9G. provides continuous monitoring of students' progress through observations, work samples, and various informal assessments.
- 9H. assesses students' reading attitudes, motivation, and interest through observations and other informal means.
- 9I. utilizes assessment information to plan instruction.
- 9J. encourages and supports students' evaluation of their reading ability.

STANDARD 10

The competent English language arts teacher plans, organizes, and manages reading instruction to create a positive environment that encourages independent reading.

Knowledge Indicators - *The competent English language arts teacher:*

- 10A. knows ways to encourage independent reading.
- 10B. knows ways to involve parents and communicates with them.
- 10C. knows how or when technology can contribute to a positive learning environment.
- 10D. recognizes when a student's reading problems justify referral to various special services, and initiates referral.

Performance Indicators - *The competent English language arts teacher:*

- 10E. establishes a physical environment appropriate for the instructional strategies being used.
- 10F. plans lessons that provide sufficient instructional time for all aspects of reading development and that are sufficiently varied to hold students' attention.
- 10G. differentiates instruction to meet students' varying needs.
- 10H. organizes students effectively by reading abilities and interests.
- 10I. uses cooperative grouping techniques.
- 10J. establishes a positive literacy environment that encourages interest and learning, and that highlights students' work and progress.
- 10K. engages parents in the educational process within and outside the classroom.
- 10L. summarizes evaluative information about children's learning and communicates it effectively to parents.
- 10M. assigns appropriate homework that supports reading growth.
- 10N. models independent reading.

STANDARD 11

The competent English language arts teacher understands, models, and teaches how writers convey meaning through literary elements and techniques in a variety of genres and media.

Knowledge Indicators - *The competent English language arts teacher:*

- 11A. identifies characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, myths, biographies, autobiographies, essays, poetry, folk tales, legends, fiction, nonfiction, fantasy, documentaries).
- 11B. identifies literary elements including character, plot, setting, theme, conflict, resolution, climax, and mood and explains their influence on the effectiveness of the literary piece.
- 11C. identifies point of view in a literary text (e.g., distinguishes between first and third person) and explains its effect on the reader.
- 11D. identifies and explains ways in which an author uses language structure, literary form, word choice style, and format to convey the author's viewpoint and to elicit an emotional response from the reader.
- 11E. identifies and describes a variety of literary techniques and devices (e.g., figurative language, allusion, foreshadowing, flashback, suspense, dialogue, description, word choice, dialect, characterization, narration, symbolism) in classic and contemporary literature representing a variety of genres and media.

Performance Indicators - *The competent English language arts teacher:*

- 11F. demonstrates competence in general skills and strategies for reading literature.
- 11G. formulates inferences and conclusions about story elements (e.g., main and subordinate characters, setting, theme, missing details).
- 11H. analyzes complex elements of plot (e.g., conflict and resolution).
- 11I. analyzes devices used to develop characters in a variety of literary texts and genre (e.g., character traits, motivations, changes, and stereotypes).
- 11J. analyzes and evaluates the development of form (e.g., short stories, essays, speeches, poetry, plays, novels), style, and point of view and their purpose in American, British and world literature.
- 11K. analyzes a variety of literary techniques, devices, and structures (e.g., figurative language, allusion, foreshadowing, flashback, suspense, dialogue, description, word choice, images, dialect, characterization, narration, symbolism, and stream of consciousness) in classic and contemporary literature representing a variety of genres and media.

STANDARD 12

The competent English language arts teacher reads and interprets a variety of literary works and genres.

Knowledge Indicators - *The competent English language arts teacher:*

- 12A. identifies and explains the defining characteristics of a variety of literary forms and genres (e.g., short stories, novels, drama, fables, myths, biographies, autobiographies, essays, poetry, folk tales, legends, fiction, nonfiction, fantasy, documentaries).
- 12B. recognizes the importance of using a wide variety of print and electronic materials throughout the curriculum, including high-quality literature for children and adolescents and diverse expository materials appropriate to the age and developmental level of the learners.
- 12C. identifies recurring themes across literary works from a variety of eras, cultures, traditions and genres.
- 12D. recognizes the value of reading aloud to learners using a variety of genres.
- 12E. recognizes the importance of providing time for reading of extended text for authentic purposes.
- 12F. recognizes that literature can be a means for transmitting moral and cultural values within a community.
- 12G. recognizes that people experience varying responses to literature.

Performance Indicators - *The competent English language arts teacher:*

- 12H. demonstrates a familiarity with selected literary works of enduring quality.
- 12I. analyzes and expresses an interpretation of literary work from a variety of eras, cultures, traditions, and genres.
- 12J. selects literature appropriate to the level and interests of the student.
- 12K. creates a literature-rich environment.
- 12L. provides opportunities for students to be exposed to various purposes for reading.
- 12M. critiques ideas and impressions generated by oral, visual, written, and electronic materials.
- 12N. reads aloud from a variety of genres to demonstrate appropriate interpretation and appreciation.
- 12O. models and teaches students to apply reading skills and strategies to analyze, comprehend, and appreciate a variety of literary genres (e.g., short stories, novels, drama, fables, myths, biographies, autobiographies, essays, poetry, folk tales, legends, fiction, nonfiction, fantasy, documentaries).
- 12P. models and teaches students how to draw on experience, interaction with other readers and writers, word-identification strategies, knowledge of word meaning, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics) to better understand literature and electronic media.

- 12Q. models responses to literary material and teaches students to respond by making inferences; drawing conclusions; making comparisons from personal, creative, and critical points of view; and sharing responses with peers.
- 12R. models responses and teaches students to respond to and interpret what they read in a constructive or transactional process.
- 12S. reads and provides opportunities for students to read a wide variety of literature from many periods and genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
- 12T. designs and demonstrates a variety of examples and multiple learning activities to teach students to identify, explain, compare, and contrast common literary themes across various societies, eras, and genres and to identify recurring themes across literary works.
- 12U. understands and teaches students to understand and relate literary works and their elements (characters, theme, setting, plot, conflict, and resolution) to current and historical events, people, perspectives, and personal experiences.
- 12V. analyzes form, content, purpose, and major themes of American, British, and world literature in their historical perspectives.
- 12W. applies knowledge gained from literature as a means of understanding contemporary and historical economic, social, and political issues and perspectives.

STANDARD 13

The competent English language arts teacher understands, models, and teaches recognition of rhetorical sensibilities within the writing process.

Knowledge Indicators - *The competent English language arts teacher:*

- 13A. recognizes that different writing situations, as determined by varying purposes and audiences, call for different forms, organizational strategies, styles, formats, rules of evidence, and composing processes.
- 13B. recognizes various response strategies for helping students revise texts for appropriateness in a variety of rhetorical situations.
- 13C. understands how to compose writing assignments that challenge students to practice writing for a variety of rhetorical situations.
- 13D. understands how technology may be used to enhance written documents for various and specific rhetorical situations.

Performance Indicators - *The competent English language arts teacher:*

- 13E. models and teaches analysis of various and specific rhetorical situations.
- 13F. models and teaches writing processes for a variety of writing modes (e.g., narrative, expository, and persuasive).
- 13G. enables students to write for real or potentially real situations and audiences that dictate a variety of rhetorical analyses.

STANDARD 14

The competent English language arts teacher understands, models, and teaches prewriting strategies necessary for the student to meet a variety of rhetorical situations.

Knowledge Indicators - *The competent English language arts teacher:*

- 14A. understands the importance and value of prewriting as a component in the writing process.

- 14B. recognizes that different writing situations, as determined by varying purpose and audiences, call for different prewriting strategies.
- 14C. recognizes that learning styles of individual students are variable factors in using prewriting strategies within the writing process.
- 14D. understands how to compose writing assignments that challenge students to practice a variety of prewriting strategies.
- 14E. understands the role of pre-composition in creating computer-generated documents.

Performance Indicators - *The competent English language arts teacher:*

- 14F. explains and reinforces the importance of prewriting as a component in the writing process.
- 14G. explains the importance of pre-composition in creating computer-generated documents.
- 14H. models and teaches a variety of prewriting strategies as a means of generating and organizing ideas within the writing process (e.g., mapping, listing, outlining, and drafting).
- 14I. enables students to analyze learning styles and rhetorical situations and apply appropriate prewriting strategies.

STANDARD 15

The competent English language arts teacher understands, models, and teaches strategies within the writing process that enable students to progress from prewriting to drafting documents for various and specific rhetorical situations.

Knowledge Indicators - *The competent English language arts teacher:*

- 15A. understands that drafting is an important, recursive component in the writing process.
- 15B. commands knowledge of spelling and grammar conventions (e.g., capitalization, punctuation, appropriate use of the eight parts of speech, syntax, diction).
- 15C. understands the elements of composition (i.e., thesis development, focus, organization, support and elaboration, paragraph unity, and coherence).
- 15D. understands how to compose writing assignments that provide opportunities to practice drafting documents.
- 15E. understands conference techniques that assist students with the drafting of documents.

Performance Indicators - *The competent English language arts teacher:*

- 15F. explains and reinforces the recursive nature of drafting within the writing process.
- 15G. models and teaches the elements of composition in a variety of rhetorical situations (e.g., short stories, essays, letters, and reports).
- 15H. models and teaches strategies that enable students to spell frequently occurring words accurately.
- 15I. enables students to write complete sentences and effective paragraphs using standard English conventions.
- 15J. models and teaches the use of modifiers to expand ideas, transitions to produce an effective control of language and ideas, and effective paragraph organization.
- 15K. enables students to write multi-paragraph documents that convey ideas and information in a clear and concise style.
- 15L. enables students to discover and improve a distinct voice in their writing.
- 15M. confers with students to help them with the drafting of written documents.
- 15N. enables students to use technology to facilitate recursive drafting of composition.

STANDARD 16

The competent English language arts teacher understands, models, and teaches strategies within the writing process that enable students to revise drafts of documents written for a variety of rhetorical situations.

Knowledge Indicators - *The competent English language arts teacher:*

- 16A. understands the importance and value of revision as a recursive component of the writing process.
- 16B. understands that English conventions, style, diction, voice, and rhetorical situation drive the revision component of the writing process.
- 16C. commands knowledge of revision strategies appropriate to a variety of writing modes and rhetorical situations.
- 16D. understands how to compose writing assignments that provide practice of revision techniques.

Performance Indicators - *The competent English language arts teacher:*

- 16E. explains and reinforces the value of revision as an important, recursive component in the writing process.
- 16F. models and teaches revision strategies affecting diction, syntax, transitions, organization, and point of view.
- 16G. models and teaches revision strategies affecting paragraph coherence and organization.
- 16H. models and teaches revision strategies addressing various and specific rhetorical situations.
- 16I. models and teaches revision strategies using contemporary technology.

STANDARD 17

The competent English language arts teacher understands, models, and teaches proofreading and editing techniques for documents that address various and specific rhetorical situations.

Knowledge Indicators - *The competent English language arts teacher:*

- 17A. understands the importance and value of editing as a component in the writing process.
- 17B. commands an understanding of standard English conventions including grammar, semantics, syntax, morphology, and phonology.
- 17C. understands the application of language structure and conventions in the critiquing and editing of written documents.
- 17D. commands an array of strategies used to comprehend, interpret, and evaluate written documents.
- 17E. understands the value and practice of editing by writers and by their peers as strategies within the writing process.
- 17F. understands how to compose writing assignments to provide students practice in editing techniques with a variety of documents.

Performance Indicators - *The competent English language arts teacher:*

- 17G. explains and emphasizes editing as an important component in the writing process.
- 17H. models and teaches proofreading and editing techniques for standard English conventions, clarity, and style in various and specific rhetorical situations.

- 17I. models various strategies for creating written documents and for evaluating their effectiveness, including editing by writers and by their peers.
- 17J. models and teaches editing techniques using contemporary technology.

STANDARD 18

The competent English language arts teacher understands, models, and teaches the preparation of written documents for publication.

Knowledge Indicators - *The competent English language arts teacher:*

- 18A. understands the importance and value of publishing as an integral component of the writing process.
- 18B. understands the importance of providing hands-on experience with the technology required for preparing documents for publication.
- 18C. understands specific formats required for publishing a variety of written documents for variable and specific rhetorical situations.
- 18D. commands the technological awareness necessary to produce written documents suitable for submission or publication.

Performance Indicators - *The competent English language arts teacher:*

- 18E. explains and emphasizes the importance of preparing documents for submission or publication.
- 18F. models and teaches text formats appropriate for submitting and publishing written documents.
- 18G. models and teaches the use of contemporary technology to produce documents of publication quality.
- 18H. enables students to produce grammatically correct documents using standard manuscript specifications for a variety of rhetorical situations.
- 18I. provides students the opportunity to publish their written documents.

STANDARD 19

The competent English language arts teacher recognizes the components of the communication process and understands the importance of effective communication in the classroom.

Knowledge Indicators - *The competent English language arts teacher:*

- 19A. understands the communication process (speaker, listener, message, medium, feedback, and noise).
- 19B. understands audience analysis.
- 19C. knows the differences among oral, written, and electronic communication processes.
- 19D. knows the role of feedback in communication.
- 19E. knows the relationship between nonverbal and verbal communication.
- 19F. knows different purposes for communicating.
- 19G. understands the shared responsibilities of speakers and listeners.
- 19H. understands stated and implied meanings of a message.

Performance Indicators - *The competent English language arts teacher:*

- 19I. models and teaches vocal qualities (pitch, rate, tone, volume, etc.) and nonverbal cues to create and interpret meaning.

- 19J. models and teaches audience analysis to adapt message and communication behaviors to the audience and situation.
- 19K. demonstrates and teaches the ability to focus attention on a speaker's message.
- 19L. models and teaches appropriate and effective feedback.
- 19M. models and teaches listening behaviors to accommodate the listening situation.
- 19N. models and teaches differences among oral, written, and electronic communication.

STANDARD 20

The competent English language arts teacher understands the influence presented by people, their relationship to each other, and the ability to adapt their communications to the needs of their constituencies and the situations or settings in which they communicate.

Knowledge Indicators - *The competent English language arts teacher:*

- 20A. understands the importance of adapting communication to the situation and setting.
- 20B. understands strategies for appropriate and effective small-group communication, including components and group variables (roles, norms, and leadership).
- 20C. understands the influence of context on communication.
- 20D. knows the delivery types, their use, and impacts.
- 20E. knows a variety of organizational formats appropriate for different speaking situations.
- 20F. knows questioning skills for interviewing and gathering first-hand information.
- 20G. knows problem-solving strategies that can be used in group situations.
- 20H. knows how to use electronic media for effective communication.

Performance Indicators - *The competent English language arts teacher:*

- 20I. models and teaches how to organize appropriate and effective messages to support a clearly stated thesis.
- 20J. models and teaches how to adapt messages to fit the audience.
- 20K. models and teaches selection of appropriate and effective supporting material considering topic, audience, occasion, and purpose.
- 20L. models and teaches appropriate and effective participation in a problem-solving group discussion.
- 20M. models and teaches the use of various electronic media and suggests modes of improvement.
- 20N. models and teaches effective leadership of group discussion.
- 20O. models and teaches uses of electronic messaging and other Internet-based informational resources.
- 20P. models and teaches uses of nonverbal techniques to enhance messages in personal, group, and public communication situations.
- 20Q. models and teaches how to adapt language for specific audiences and settings.
- 20R. models and teaches uses of feedback to improve future communication.

STANDARD 21

The competent English language arts teacher understands and is aware of diversity as he/she communicates.

Knowledge Indicators - *The competent English language arts teacher:*

- 21A. understands the concepts of individual, social and cultural diversity and their impact on communication.

- 21B. recognizes when others do not understand.
- 21C. understands the role of self-concept, disclosure, and conflict in relationships.
- 21D. recognizes the importance of diverse individual perceptions in interpersonal relationships.
- 21E. understands the role of constructive criticism in interpersonal relationships.
- 21F. understands strategies for analyzing audiences and how to use appropriate strategies in communicating with them.
- 21G. understands the difference between supportive and non-supportive audiences.
- 21H. knows various problem-solving strategies.

Performance Indicators - *The competent English language arts teacher:*

- 21I. models and teaches how information about audience members is used to create and deliver messages.
- 21J. models and teaches the recognition of and response to cultural and social differences within audiences.
- 21K. models and teaches creation and use of messages that are culturally inclusive.
- 21L. models and teaches appropriate and effective negotiation skills.
- 21M. models and teaches use of constructive criticism.
- 21N. models and teaches making adjustments of presentations to promote understanding.

STANDARD 22

The competent English language arts teacher knows how to evaluate oral messages on the basis of their purpose, quality, and appropriateness.

Knowledge Indicators - *The competent English language arts teacher:*

- 22A. knows functions of communication and oral presentations (informing, influencing, relating, imagining, appreciating, and ritualizing).
- 22B. understands criteria for selecting content and support for a given communication situation.
- 22C. understands criteria (topic, context, and goals) for evaluating the content, organization, and support of communication strategies.
- 22D. knows the various types and strengths of supporting materials.

Performance Indicators - *The competent English language arts teacher:*

- 22E. recognizes appropriately organized and supported presentations in various contexts.
- 22F. recognizes strategies used in a given communication situation according to their function and appropriateness.
- 22G. evaluates the short- and long-term effects of speaking by others in various communication contexts.
- 22H. evaluates the quality of presentations by applying authoritative criteria.

STANDARD 23

The competent English language arts teacher understands the role of communication in relation to ethical issues in a democratic society.

Knowledge Indicators - *The competent English language arts teacher:*

- 23A. understands the importance of freedom of speech in a democratic society.
- 23B. understands the importance of ethical communication.

- 23C. knows how to use inclusive language when addressing others.
- 23D. understands ethical responsibility to challenge harmful stereotypical or prejudicial communication.
- 23E. knows the effects of his or her communication choices on others.

Performance Indicators - *The competent English language arts teacher:*

- 23F. models and teaches how to communicate in a manner that respects the rights of others.
- 23G. models and teaches how to interpret the behaviors of others without making stereotypical or prejudicial judgments.
- 23H. models and teaches the importance of accuracy and relevance of material to be quoted.
- 23I. models and teaches how to cite sources of evidence accurately.
- 23J. models and teaches modification of messages to remove stereotypical and prejudicial language.

STANDARD 24

The competent English language arts teacher knows and uses oral messages that inform, clarify, persuade, and/or inspire while respecting differences in listeners' backgrounds.

Knowledge Indicators - *The competent English language arts teacher:*

- 24A. understands that communication choices should be sensitive to listener's backgrounds.
- 24B. understands how verbal and nonverbal messages clarify meaning, organization, and the goals of speaking.

Performance Indicators - *The competent English language arts teacher:*

- 24C. models and teaches a variety of effective presentations that meet standards of accuracy, timeliness, support, and clarity of explanation.
- 24D. models and teaches vivid, clear and concise communication of ideas.
- 24E. models and teaches selection of language that is appropriate to the occasion, purpose, audience, and context.
- 24F. models and teaches adaptation of messages according to feedback received.
- 24G. models and teaches effective and interesting delivery techniques appropriate to the situation.

STANDARD 25

The competent English language arts teacher manages or overcomes communication anxiety and helps assist students manage and control their anxiety.

Knowledge Indicators - *The competent English language arts teacher:*

- 25A. understands that anxiety is a normal response to many communication situations but may vary in impact among various communication contexts.
- 25B. knows and understands strategies to help minimize and/or manage communication anxiety.
- 25C. understands physiological and psychological reactions to anxiety.
- 25D. understands the individual and social factors that may lead to communication anxiety.

Performance Indicators - *The competent English language arts teacher:*

- 25E. models and teaches strategies that can help alleviate communication anxiety.

- 25F. models and teaches how to appear confident while speaking.
- 25G. creates experiences for students to address, manage, or overcome their communication anxieties.

STANDARD 26

The competent English language arts teacher uses appropriate and effective listening skills.

Knowledge Indicators - *The competent English language arts teacher:*

- 26A. knows various types and purposes of listening.
- 26B. understands skills unique to each listening type and purpose.
- 26C. understands the listener's role and responsibility in a communication situation.
- 26D. understands appropriate and effective listening responses across a variety of communication situations.

Performance Indicators - *The competent English language arts teacher:*

- 26E. models and teaches skills appropriate to each type and purpose of listening.
- 26F. models and teaches how to monitor his or her own listening behaviors.
- 26G. demonstrates and teaches attentiveness through verbal and nonverbal behaviors.
- 26H. models and teaches questioning, perception checking, summarizing, and paraphrasing to understand a message.
- 26I. understands and teaches respect for the rights of others to have opposing viewpoints.
- 26J. models and teaches evaluation of his or her own listening behavior.

STANDARD 27

The competent English language arts teacher identifies and manages barriers to listening.

Knowledge Indicators - *The competent English language arts teacher:*

- 27A. knows listening barriers such as bias, close-mindedness, preconceived attitudes, indifference, and emotional involvement in communication situations.
- 27B. understands the effects of physical conditions and physiological ability on listening.
- 27C. knows the effects of receiver apprehension on listening.

Performance Indicators - *The competent English language arts teacher:*

- 27D. models and teaches management of internal and external distractions.
- 27E. models and teaches validation of others by listening to them.

STANDARD 28

The competent English language arts teacher understands how to locate, organize, and use information from resources representing diverse perspectives and a variety of media and modalities.

Knowledge Indicators - *The competent English language arts teacher:*

- 28A. understands methods for acquiring information, including a variety of sources such as books, interviews, CD-ROMs, web sites, library reference materials, etc.
- 28B. understands organizational strategies (i.e., graphic organizers, sequencing, notes, etc.) in both print and electronic formats.
- 28C. understands practical uses of information from a variety of sources.
- 28D. understands how to relate to the needs of a diverse community of learners and various perspectives/approaches of sources.
- 28E. recognizes diversity issues within reference materials, distinguishes among them, and addresses diverse student needs.

Performance Indicators - *The competent English language arts teacher:*

- 28F. demonstrates and teaches methods for identifying, formulating, and answering questions and for acquiring information from a variety of sources relative to a research topic.
- 28G. illustrates and teaches the development of a research plan to aid in the solution of problems ranging from personal, to local, to global in nature.
- 28H. models and teaches organization and integration of data from a variety of sources in an effective, efficient manner, as with graphic organizers to sequence, prioritize, and plan in both print and electronic formats.
- 28I. illustrates and teaches the capacity to relate referenced information cohesively from and within many different genres, concepts, and situations into reports and projects.
- 28J. promotes and facilitates appropriate design and development of multi-faceted, student-driven projects based on contemporary issues.
- 28K. promotes and provides a climate conducive to the presentation of a class or individual product to an academic, business, or community audience.
- 28L. provides structure and support for the writing of a formal research product, including a thesis statement and synthesis of information in logical sequence.

STANDARD 29

The competent English language arts teacher understands the process of discriminating between types of information by analyzing and evaluating that information from a variety of sources and perspectives.

Knowledge Indicators - *The competent English language arts teacher:*

- 29A. understands methods of analysis and evaluation of research sources and information gathered from a variety of sources.
- 29B. understands appropriate sources from a variety of locations and modalities.
- 29C. understands the importance of discriminating between credible primary and secondary sources.
- 29D. understands the ethical attributes of responsible research and reporting.
- 29E. recognizes credible information that will enable the learner to distinguish between viable and flawed information.

Performance Indicators - *The competent English language arts teacher:*

- 29F. demonstrates and teaches the ability to select, analyze, and evaluate information and sources that aid in the solution of problems ranging from personal, to local, to global.
- 29G. models and teaches the distinction between credible and non-credible research data, sources, and reports using critical analysis of information and sources.
- 29H. models and teaches discrimination among sources by evaluating the purpose, credibility, reliability, validity, perspectives of author, and content quality of the source.
- 29I. demonstrates and teaches source citation format (works cited, bibliography) as appropriate to various genres and explains the importance of ethical standards when preparing research products in various situations.
- 29J. demonstrates and teaches effective and efficient models of research analysis and evaluation using the integration of multiple forms of data.
- 29K. promotes and provides for a climate conducive to honest and open critical analysis and evaluation.

STANDARD 30

The competent English language arts teacher understands the methodology of applying acquired information, concepts, and ideas to communicate in a variety of formats for various purposes and acknowledges the power and potential of print and non-print media in the understanding of contemporary culture.

Knowledge Indicators - *The competent English language arts teacher:*

- 30A. understands practical application of information within the context of the intended task.
- 30B. understands various modalities available for effective communication of documented information including electronic media.
- 30C. understands how to synthesize information gathered into letters, stories, reports, or other communicated products.
- 30D. recognizes effective communication modes such as research papers, debates, narratives, expositions, and multi-media presentations.
- 30E. recognizes critical attributes of effective oral and written communication.
- 30F. distinguishes among different communication modalities and ascertains which modality will be most effective for different purposes.
- 30G. recognizes expectations for students' proficiency in technology skills such as word processing, Internet access and function, PowerPoint, Hyper Studio, etc.

Performance Indicators - *The competent English language arts teacher:*

- 30H. demonstrates and teaches the use of print, non-print, human, and technological resources to acquire and use information in the planning, composition, editing, and revision stages of a research product relating to real-life topics.
- 30I. provides the opportunity for learners to recognize, acknowledge, and use diversity and related issues within reference materials, modalities, and individual experiences to strengthen and enrich the research product.
- 30J. provides the opportunity for learners to support and defend a thesis statement using a variety of sources and expressing varying modalities.
- 30K. provides multiple information acquisition and dissemination opportunities for student-designed products with support for oral, visual, and/or electronic formats.
- 30L. designs a forum allowing students the opportunity to prepare for and participate in formal debates about contemporary issues using sound research skills.