

## English Language Arts for Grades 5-8 (Ed 612.051) Self-Assessment Worksheet

### Ed 612.051 English Language Arts For Grades 5-8

**Directions:** This matrix worksheet should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

<b>Ed 612.051 ENGLISH LANGUAGE ARTS 5-8</b>	<b>DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY).</b>	<b>DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.</b>
(a) In compliance with RSA 193-C:3, IV(f) and consistent with RSA 193-C:3, III, the teacher preparation program in English language arts for grades 5-8 shall require candidate competency in the teaching of English language arts, including techniques for enhancing student learning in this area and the use of assessment results to improve instruction.		
(b) The English language arts program for grades 5-8 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience in the following areas:		
(1) In the area of language uses, knowledge of:		
a. The cognitive processes by which children acquire and use primary and secondary languages;		
b. The social, cultural, psychological, and economic factors that affect language learning;		

c. The grammatical structures and conventions of standard English usage;		
d. How language changes and develops over time;		
e. How diction, tone, and voice vary according to audience;		
f. How language can convey bias, propaganda, persuasion, and points of view; and		
g. The nature and needs of students whose primary language is not English;		
(2) In the area of language uses pedagogy, the ability to:		
a. Apply and model grammatical rules in reading and writing;		
b. Explain how the application of grammatical rules affects meaning;		
c. Show how diction, tone, and voice vary according to audience;		
d. Trace how English has changed and developed over time;		
e. Distinguish and appreciate regional, ethnic, and standard dialects; and		
f. Address the literacy needs of students whose primary language is not English;		
(3) In the area of reading, knowledge of:		
a. The fundamental processes of reading at the literal, inferential, and evaluative levels;		
b. The criteria used to evaluate and select appropriate fiction, non-fiction, and informational materials based on students' needs and interests;		

c. The techniques to evaluate students' reading comprehension; and		
d. The metacognitive processes and strategies, which are the awareness of the thoughts employed to analyze an issue or complete a task, readers use to construct meaning from print;		
(4) In the area of reading pedagogy, the ability to:		
a. Guide students to employ a variety of reading strategies according to their purpose for reading at the literal, inferential, and evaluative levels;		
b. Design instruction to assist students' comprehension with increasing text complexity;		
c. Design instruction to enhance students' strategies to expand their vocabulary;		
d. Promote independent and reflective readers who enjoy reading; and		
e. Implement a variety of assessments to evaluate, monitor, and adjust instruction;		
(5) In the area of writing, knowledge of:		
a. Various modes of writing for a variety of purposes and audiences;		
b. Writing as a recursive and multi-step process; and		
c. The use of rubrics for holistic and analytic scoring of writing;		
(6) In the area of writing pedagogy, the ability to:		
a. Model and guide students as they plan, draft, revise, edit, publish, and share writing for a variety of purposes;		

b. Develop students' competence with writing on demand, writing to learn, writing to demonstrate understanding, and writing creatively;		
c. Offer constructive and focused response to students' writing;		
d. Present authors' works as models to encourage diversity in students' writing;		
e. Guide students in proofreading their work with an understanding of how audience, purpose, and formality of form impact language usage; and		
f. Implement a variety of assessments, including student writing portfolios, to monitor and evaluate student growth and adjust instruction;		
(7) In the area of literature, knowledge of:		
a. How literature can be a source for exploring and interpreting human experience;		
b. The rhetorical and literary elements of literature;		
c. Significant developmentally appropriate works and literary movements from: <ul style="list-style-type: none"> <li>1. American literature;</li> <li>2. British literature;</li> <li>3. World literature;</li> <li>4. Young adult literature;</li> <li>5. Literature by and about women; and</li> <li>6. Literature by and about minorities;</li> </ul>		

<p>d. How significant works relate to and influence each other in terms of:</p> <ol style="list-style-type: none"> <li>1. Genre;</li> <li>2. Theme or style; and</li> <li>3. Social and historical contexts;</li> </ol>		
<p>e. Strategies for analysis, interpretation, and evaluation of various works in the following major genres:</p> <ol style="list-style-type: none"> <li>1. Fiction;</li> <li>2. Non-fiction;</li> <li>3. Drama;</li> <li>4. Poetry;</li> <li>5. Informational texts; and</li> <li>6. Media;</li> </ol>		
<p>(8) In the area of literature pedagogy, the ability to:</p> <ol style="list-style-type: none"> <li>a. Provide opportunities and guide students to analyze, evaluate, and appreciate literature;</li> <li>b. Provide an environment in which students develop and support critical insights in response to literature;</li> <li>c. Guide students to read, discuss, and write about literature through various critical lenses such as but not limited to gender, religion, ethnicity or socio-economic conditions as appropriate; and</li> <li>d. Guide students in the understanding and appreciation for literary devices and rhetorical strategies;</li> </ol>		
<p>(9) In the area of speaking and listening, knowledge of:</p> <ol style="list-style-type: none"> <li>a. The strategies speakers use to present information, ideas, and feelings in a range of social contexts from informal to formal discourse; and</li> <li>b. The processes speakers use to adjust a spoken message for different</li> </ol>		

audiences and purposes;		
(10) In the area of speaking and listening pedagogy, the ability to: a. Provide opportunities for students to practice different forms of classroom discourse, including formal and informal conversations and presentations; b. Explain how speakers and listeners establish and maintain contact with their audience; c. Promote civil and participatory discourse; d. Guide students to listen critically and speak purposefully and articulately; and e. Explain how bias, propaganda, persuasion, and point of view are expressed;		
(11) In the area of media literacy, knowledge of: a. How media and technology can be used to present and interpret the human experience; b. How visual and informational media can support or distort messages; and c. How to select and use digital resources to support and enhance instruction; and		
(12) In the area of media literacy pedagogy, the ability to: a. Guide students to construct and interpret meaning from images and information provided by media and technology; b. Guide students to select, evaluate,		

and analyze digital resources critically; and c. Help students to recognize bias, propaganda, persuasion, point of view, and intellectual property.		
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Source. #8725, eff 9-9-06; ss by #9525, eff 8-14-09