

# **English Language Arts and Reading Generalist EC–6 Standards**

**Final**



**ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS**

- Standard I.** *Oral Language:* Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
- Standard II.** *Phonological and Phonemic Awareness:* Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.
- Standard III.** *Alphabetic Principle:* Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
- Standard IV.** *Literacy Development and Practice:* Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students’ literacy.
- Standard V.** *Word Analysis and Decoding:* Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.
- Standard VI.** *Reading Fluency:* Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.
- Standard VII.** *Reading Comprehension:* Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.
- Standard VIII.** *Development of Written Communication:* Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.
- Standard IX.** *Writing Conventions:* Teachers understand how young students use writing conventions and how to help students develop those conventions.
- Standard X.** *Assessment and Instruction of Developing Literacy:* Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.
- Standard XI.** *Research and Inquiry Skills:* Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.
- Standard XII.** *Viewing and Representing:* Teachers understand how to interpret, analyze, evaluate, and produce.

## English Language Arts and Reading Generalist EC–6 Standards

**Standard I. Oral Language:** Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

### Teacher Knowledge: What Teachers Know

#### Teachers of Students in Grades EC–6

The beginning teacher knows and understands:

- 1.1k basic linguistic concepts (e.g., phonemes, segmentation) and developmental stages in acquiring oral language, including stages in phonology, semantics, syntax, and pragmatics, recognizing that individual variations occur;
- 1.2k how to build on students' cultural, linguistic, and home backgrounds to enhance their oral language development;
- 1.3k the relationship between the development of oral language and the development of reading;
- 1.4k skills for speaking to different audiences for various purposes;
- 1.5k active, purposeful listening in a variety of contexts;
- 1.6k the use of critical listening to analyze and evaluate a speaker's message;
- 1.7k listening skills for enjoying and appreciating spoken language;
- 1.8k the use of technology in promoting oral communication skills;
- 1.9k how to use effective informal and formal assessments to evaluate students' oral language skills, and recognize when speech or language delays or differences warrant in-depth evaluations and additional help or intervention;

### Application: What Teachers Can Do

#### Teachers of Students in Grades EC–6

The beginning teacher is able to:

- 1.1s acknowledge students' current oral language skills and build on these skills to increase students' oral language proficiency through specific language instruction using such activities as meaningful and purposeful conversations, dramatic play, songs, rhymes, stories, games, language play, discussions, questioning, and sharing information;
- 1.2s strengthen vocabulary and narrative skills in spoken language by reading aloud to students and teaching them to recognize the connections between spoken and printed language;
- 1.3s provide direct and indirect instruction, including modeling and reading aloud, in "classroom" English (e.g., language structures and pronunciations commonly associated with written English) and support students' learning and use of classroom English through meaningful and purposeful oral language activities;
- 1.4s select and use instructional materials and strategies that promote students' language development, respond to students' individual strengths, needs, and interests, and reflect cultural diversity;
- 1.5s help students learn how to adapt students' spoken language to various audiences, purposes, and occasions;
- 1.6s help students learn how to evaluate the content of their own spoken messages and the content and effectiveness of the messages of others;

**English Language Arts and Reading Generalist EC–6 Standards**

**Standard I. Oral Language:** Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6 (continued)**

The beginning teacher has a basic knowledge of:

- 1.10k similarities and differences between oral and written language conventions and how to promote young students' awareness of these similarities and differences; and
- 1.11k how to use instruction that interrelates oral and written languages to promote student reading and learning (e.g., preview-review, discussions, and questioning) when speech or language delays or differences warrant in-depth evaluations and additional help or interventions.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6 (continued)**

The beginning teacher is able to:

- 1.7s plan, implement, and monitor instruction that is focused on individual student's needs, strengths, and interests and is based on informal and formal assessment of students' progress in oral language development;
- 1.8s communicate with student's families about ways that they can encourage their student's language development;
- 1.9s provide opportunities for students to engage in active purposeful listening;
- 1.10s communicate with other professionals and continually seek implications for practice from current research about oral language development; and
- 1.11s support students' development of communication skills through the use of technology.

## English Language Arts and Reading Generalist EC–6 Standards

**Standard II. Phonological and Phonemic Awareness:** Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

### Teacher Knowledge: What Teachers Know

#### Teachers of Students in Grades EC–6

The beginning teacher knows and understands:

- 2.1k the concept of phonological awareness, its relationship to the ability to read an alphabetic language, and the development of phonological awareness in students (*a student who has phonological awareness hears distinct words, syllables, and sounds in language separate from print*);
- 2.2k the significance of phonological and phonemic awareness for reading and typical patterns in the development of phonological and phonemic awareness, and recognizes that individual variations occur (*A student who has phonological awareness hears distinct words, syllables, and sounds in language separate from print. A student who has phonemic awareness can identify individual sounds in spoken words, blend together the separated sounds of spoken words to form words, and play with the sounds of spoken language by adding or taking away sounds from words.*); and
- 2.3k effective formal and informal assessments of phonological and phonemic awareness and be able to analyze results, and identifying appropriate instructional strategies for teaching phonological and phonemic awareness to individual student.

### Application: What Teachers Can Do

#### Teachers of Students in Grades EC–6

The beginning teacher is able to:

- 2.1s plan, implement, and monitor instruction that is focused on individual students' needs and is based on continuous use of formal and informal assessments of individual students' phonological development;
- 2.2s use instructional approaches, including language games, activities, materials, and direct teacher instruction, that promote students' phonological awareness;
- 2.3s select and use instructional materials that promote students' phonological and phonemic awareness and build on students' current language skills;
- 2.4s inform parents of their child's phonological development and its importance to reading and communicate with families about ways to encourage students' phonological awareness at home; and
- 2.5s communicate with other professionals and continually seek implications for practice from current research about phonological awareness.

## English Language Arts and Reading Generalist EC–6 Standards

**Standard III. Alphabetic Principle:** Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

### Teacher Knowledge: What Teachers Know

#### Teachers of Students in Grades EC–6

The beginning teacher knows and understands:

- 3.1k the importance of the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language;
- 3.2k expected patterns of students' alphabetic skills development and knowledge that individual variations may occur;
- 3.3k that not all written languages are alphabetic, that many alphabetic languages are more phonetically regular than English, and know how to help English language learner deal with positive and negative transfer related to the alphabetic principle; and
- 3.4k how to select, administer, and analyze results from informal and formal assessments of alphabetic knowledge.

### Application: What Teachers Can Do

#### Teachers of Students in Grades EC–6

The beginning teacher is able to:

- 3.1s respond to individual student's needs by providing focused instruction on the letters of the alphabet and the relationships of sounds and letters;
- 3.2s select and use instructional materials and strategies, including multisensory techniques (e.g., letter names, graphophonemic knowledge, and the relationship of letters and printed words to spoken language) to promote students' understanding of the elements of the alphabetic principle;
- 3.3s use formal and informal assessments to analyze individual student's alphabetic skills, monitor learning, and plan instruction;
- 3.4s communicate with parents about ways to increase students' alphabetic knowledge;
- 3.5s communicate with other professionals and continually seek implications for practice from current research about the development of alphabetic knowledge; and
- 3.6s provide learning experiences that promote students' ability to read critically and evaluate information presented in nonliterary texts.

## English Language Arts and Reading Generalist EC–6 Standards

**Standard IV. Literacy Development and Practice:** Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

### Teacher Knowledge: What Teachers Know

#### *Teachers of Students in Grades EC–6*

The beginning teacher knows and understands:

- 4.1k that literacy acquisition develops in an often predictable pattern from prereading (sometimes referred to as emergent literacy) to conventional literacy and that individual variations occur in literacy acquisition;
- 4.2k that the developing reader has a growing awareness of print in the environment, of the sounds in spoken words, and of the uses of print;
- 4.3k that literacy development occurs in multiple contexts through reading, writing, and the use of oral language;
- 4.4k a wide range of student literature and other texts written for students;
- 4.5k the importance of modeling and encouraging reading for pleasure and lifelong learning;
- 4.6k the difference between guided and independent practice in reading;
- 4.7k the importance of reading as a skill in all content areas;
- 4.8k the use of technology in promoting literacy; and
- 4.9k how to select, administer, analyze, and use results from informal and formal assessments of literacy acquisition, including assessments of phonological and phonemic awareness and alphabetic skills.

### Application: What Teachers Can Do

#### *Teachers of Students in Grades EC–6*

The beginning teacher is able to:

- 4.1s provide instruction that focuses on concepts about print and functions of print, including book handling, parts of a book, orientation, directionality, and the relationships between written and spoken words;
- 4.2s assist young students in distinguishing letter forms from number forms and text from pictures;
- 4.3s provide multiple opportunities for young students to listen to and respond to a wide variety of student literature, both fiction and non-fiction, and to recognize characteristics of various types of narrative and expository texts;
- 4.4s talk with students about their favorite books;
- 4.5s engage students in story reading experiences and encourage young students to interact with others about stories;
- 4.6s provide many opportunities for students to read and write in order to develop an extensive reading and writing vocabulary;
- 4.7s assist young readers in selecting their own books for independent reading;
- 4.8s teach students about authors and their purposes for writing;
- 4.9s use formal and informal assessments of individual student's literacy development to plan, implement, and monitor instruction;
- 4.10s communicate with families about ways to enhance students' literacy development;

**English Language Arts and Reading Generalist EC–6 Standards**

**Standard IV. Literacy Development and Practice:** Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

**Application: What Teachers Can Do**

***Teachers of Students in Grades EC–6 (continued)***

The beginning teacher is able to:

- 4.11s communicate with other professionals and continually seek implications for practice from current research on literacy acquisition; and
- 4.12s use technology to help students access a wide range of narrative and expository texts.

## English Language Arts and Reading Generalist EC–6 Standards

**Standard V. Word Analysis and Decoding:** Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

### Teacher Knowledge: What Teachers Know

#### Teachers of Students in Grades EC–6

The beginning teacher knows and understands:

- 5.1k that many students develop word analysis skills (e.g., decoding, blending, structural analysis, sight word vocabulary) and reading fluency in a predictable sequence, recognizing that individual variations occur;
- 5.2k the continuum of word analysis skills and grade-level expectations for these skills;
- 5.3k the norms for reading fluency that have been established for various age and grade levels;
- 5.4k important phonetic elements and conventions of the English language;
- 5.5k strategies for decoding and determining the meaning of increasingly complex words;
- 5.6k the importance of word recognition skills (e.g., decoding, blending, structural analysis, sight word vocabulary) to reading comprehension and know a variety of strategies to help young student develop and apply word analysis skills;
- 5.7k differences in students' development of word analysis skills and know how to adjust instruction in response to various students' needs;
- 5.8k a variety of formal and informal procedures for assessing students' word identification and decoding skills; and
- 5.9k instructional practices to meet students' individual needs in decoding and word identification.

### Application: What Teachers Can Do

#### Teachers of Students in Grades EC–6

The beginning teacher is able to:

- 5.1s teach the analysis of phonetically regular words in a simple-to-complex progression, i.e., phonemes, blending onsets and rimes, short vowels, consonant blends, other common vowel and consonant patterns, and syllables;
- 5.2s teach students to read passages using decodable texts and provide opportunities for students to progress from sounding out words orally to decoding words silently;
- 5.3s teach students to recognize high-frequency irregular words by selecting words that appear frequently in students' books and reviewing difficult words often;
- 5.4s teach students ways to identify vowel sound combinations and multisyllabic words;
- 5.5s provide instruction in how to use structural cues to recognize compound words, base words, and inflections (e.g., prefixes and suffixes);
- 5.6s teach students to use knowledge of word order (English syntax) and context to support word identification and confirm word meaning;
- 5.7s use formal and informal assessments to analyze individual student's word identification and decoding skills in order to plan and monitor instruction;
- 5.8s communicate with parents about ways to support students' word identification and decoding skills; and

**English Language Arts and Reading Generalist EC–6 Standards**

**Standard V. Word Analysis and Decoding:** Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

**Application: What Teachers Can Do**

***Teachers of Students in Grades EC–6 (continued)***

The beginning teacher is able to:

- 5.9s communicate with other professionals and continually seek implications for practice from current research about the development of decoding and word identification.

**English Language Arts and Reading Generalist EC–6 Standards**

**Standard VI. Reading Fluency:** Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6**

The beginning teacher knows and understands:

- 6.1k how students' reading rate and fluency affect comprehension;
- 6.2k how young students develop reading fluency and that fluency involves rate, accuracy, and intonation;
- 6.3k how to assess students' reading fluency on an ongoing basis and know the norms that have been established for various age and grade levels;
- 6.4k instructional practices that enhance the development of fluency, including providing opportunities for students to read regularly, both orally and silently, in independent-level materials and to do repeated reading and partner reading;
- 6.5k instructional strategies and practices for promoting students' word analysis skills and reading fluency;
- 6.6k differences in students' development of word analysis skills and reading fluency, and instructional practices for meeting students' individual needs in these areas; and
- 6.7k a variety of informal and formal procedures for assessing on an ongoing basis students' reading fluency.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 6.1s identify and monitor on an ongoing basis young students' fluency levels by using leveled passages or reading materials on a daily basis;
- 6.2s provide frequent opportunities for fluency development through reading in independent-level materials, reading orally from familiar text, repeated reading activities, and silent reading for increasingly longer periods;
- 6.3s apply norms for reading fluency to evaluate students' reading fluency;
- 6.4s communicate with families about students' reading fluency and ways they can help to increase students' fluency;
- 6.5s communicate with other professionals and continually seek implications from current research about the development of students' reading fluency; and
- 6.6s provide opportunities for students to improve reading fluency through self-correction.

**English Language Arts and Reading Generalist EC–6 Standards**

**Standard VII. Reading Comprehension:** Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<b>Teachers of Students in Grades EC–6</b>	<b>Teachers of Students in Grades EC–6</b>
The beginning teacher knows and understands:	The beginning teacher is able to:
7.1k that reading comprehension begins with listening comprehension and knows strategies to help students improve listening comprehension;	7.1s formally and informally assess students' reading comprehension and provide focused instruction in reading comprehension based on individual student's needs;
7.2k how to model and teach literal comprehension skills (e.g., identifying stated main idea, details, sequence, and cause-and-effect relationships);	7.2s use a variety of instructional strategies to enhance students' listening and reading comprehension, including helping students link the content of texts to students' lives and connect related ideas across different texts;
7.3k the continuum of reading comprehension skills and grade-level expectations for these skills;	7.3s guide students in developing and using metacognitive skills;
7.4k reading comprehension as an active process of constructing meaning;	7.4s model strategies for improving reading comprehension such as previewing texts, self-monitoring, and retelling;
7.5k factors affecting students' reading comprehension, such as oral language development, word analysis skills, prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts (e.g., structure and vocabulary);	7.5s provide frequent opportunities for students to engage in silent reading, both at school and at home;
7.6k the role of visualization skills in reading comprehension;	7.6s guide students to generate questions and apply research about topics introduced in reading selections, both fiction and nonfiction;
7.7k the relationship between extensive reading, vocabulary development, and reading comprehension;	7.7s provide time for extended reading of a wide range of materials, including expository texts;
7.8k the use of metacognitive skills in reading comprehension;	7.8s use instructional strategies that help increase students' reading vocabulary;
7.9k various literary genres (e.g., historical fiction, poetry, myths, and fables) and their characteristics;	7.9s provide instruction that increases knowledge of students' own culture and the cultures of others through reading;

## English Language Arts and Reading Generalist EC–6 Standards

**Standard VII. Reading Comprehension:** Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

### Teacher Knowledge: What Teachers Know

#### *Teachers of Students in Grades EC–6 (continued)*

The beginning teacher knows and understands:

- 7.10k how to model and teach inferential comprehension skills (e.g., inferring main ideas, comparisons, unstated and stated cause-and-effect relationships; summarizing; making predictions; drawing conclusions; making generalizations);
- 7.11k know to model and teach evaluative comprehension skills (e.g., distinguishing between fact and opinion; detecting faulty reasoning; reacting to a text’s content, characters, and use of language);
- 7.12k how comprehension can be improved through wide reading, the importance of allocating time to wide reading, and how to develop and maintain classroom libraries and “sending home” libraries;
- 7.13k the importance of vocabulary development through wide reading and experiences, such as interpreting idioms, multiple-meaning words and analogies;
- 7.14k a variety of formal and informal procedures for monitoring students’ reading comprehension and instructional practices to meet individual student’s needs;
- 7.15k comprehension skills and strategies for understanding and interpreting different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks;
- 7.16k different purposes for reading and associated reading strategies;
- 7.17k how to interpret and evaluate information presented in various formats (e.g., maps, tables, and graphs);

### Application: What Teachers Can Do

#### *Teachers of Students in Grades EC–6 (continued)*

The beginning teacher is able to:

- 7.10s provide instruction in how to use graphics (e.g., tables, charts, and signs) and other informational texts and technologies (e.g., the Internet) to acquire information;
- 7.11s provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals and discussions), including relating background knowledge to literary texts;
- 7.12s teach elements of literary analysis, such as story elements and features of different literary genres;
- 7.13s provide instruction in comprehension skills that support students’ transition from “learning to read” to “reading to learn,” (e.g., recognizing different types and functions of texts and matching comprehension strategies to the type of text) and teach students how to locate, retrieve, and retain information from a range of content-area and expository texts;
- 7.14s provide frequent opportunities for students to engage in silent reading at school and encourage opportunities for silent reading at home through the development and maintenance of classroom libraries and home libraries;
- 7.15s communicate with families about students’ reading comprehension and ways to encourage students’ reading; and
- 7.16s communicate with other professionals and seek implications for practice from ongoing research about the development of students’ reading comprehension.

**English Language Arts and Reading Generalist EC–6 Standards**

**Standard VII. Reading Comprehension:** Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6 (continued)**

The beginning teacher knows and understands:

- 7.18k the importance of providing students with direct, explicit instruction in the use of comprehension strategies;
- 7.19k a range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, and discussing texts);
- 7.20k the importance of locating the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources;
- 7.21k literary response and analysis and ways to promote students' development of literary response and analysis;
- 7.22k strategies for helping students comprehend abstract content and ideas in written materials (e.g., by using manipulatives, examples, and diagrams);
- 7.23k the reading comprehension needs of students with different needs (e.g., English Language Learners and students with disabilities) and how to provide instruction for those students; and
- 7.24k the use of technology in promoting reading comprehension.

**English Language Arts and Reading Generalist EC–6 Standards**

**Standard VIII. Development of Written Communication:** Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<b>Teachers of Students in Grades EC–6</b>	<b>Teachers of Students in Grades EC–6</b>
The beginning teacher knows and understands:	The beginning teacher is able to:
8.1k predictable stages in the development of written language and writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, while recognizing that individual variations occur;	8.1s create an environment in which students are motivated to express ideas in writing;
8.2k writing processes, including the use of self-assessment in writing;	8.2s teach purposeful, meaningful writing in connection with listening, speaking, and reading;
8.3k writing for a variety of audiences, purposes, and settings;	8.3s formally and informally monitor students' writing development and provide focused instruction to address students' individual strengths, needs, and interests;
8.4k the differences between first draft writing and writing for publication;	8.4s provide instruction in various stages of writing, including prewriting, drafting, editing, and revising;
8.5k appropriate instructional strategies and sequences for developing students' writing skills;	8.5s provide instruction in the use of available technology that facilitates written communication;
8.6k the development of writing in relation to listening, speaking, and reading, and know instructional strategies that connect these various aspects of language;	8.6s provide opportunities for students to write in a variety of forms and modes and for various purposes and audiences;
8.7k the similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;	8.7s provide opportunities for students to self-assess both personal writings (e.g., for clarity, comprehensiveness, and interest to audience) and development as a writer and to elicit critiques from others;
8.8k the benefits of technology for teaching writing and writing for publication; and	8.8s communicate with families about students' development of written communication and ways to encourage students' written communication;
	8.9s communicate with other professionals and continually seek implications for practice from current research about students' development of written communication; and

**English Language Arts and Reading Generalist EC–6 Standards**

**Standard VIII. Development of Written Communication:** Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6 (continued)**

The beginning teacher knows and understands:

- 8.9k informal and formal procedures for ongoing monitoring and assessment of writing development and writing conventions, and know how to use assessment results to help plan instruction for individuals and groups.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6 (continued)**

The beginning teacher is able to:

- 8.10s provide opportunities for students to conference with peers and the teacher.

## English Language Arts and Reading Generalist EC–6 Standards

**Standard IX. Writing Conventions:** Teachers understand how young students use writing conventions and how to help students develop those conventions.

### Teacher Knowledge: What Teachers Know

#### Teachers of Students in Grades EC–6

The beginning teacher knows and understands:

- 9.1k that young students go through predictable stages in acquiring writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, but that individual students vary in development of these conventions;
- 9.2k the relationship between spelling and phonological, graphophonemic knowledge, alphabetic awareness, and the importance of this relationship for later success in reading and writing;
- 9.3k the stages of spelling development (prephonetic, phonetic, transitional, and conventional) and how and when to support students' development from one stage to the next;
- 9.4k the similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;
- 9.5k formal and informal ways to assess young students' development of writing conventions;
- 9.6k the importance of spelling and graphophonemic knowledge for success in reading and writing; and
- 9.7k the appropriate use of writing conventions and appropriate grammar and usage for communicating clearly and effectively in writing.

### Application: What Teachers Can Do

#### Teachers of Students in Grades EC–6

#### Life Science

The beginning teacher is able to:

- 9.1s formally and informally assess young students' development of writing conventions and provide focused instruction based on individual students' strengths, needs, and interests;
- 9.2s provide hands-on activities to help young students develop the fine motor skills necessary for writing;
- 9.3s teach pencil grip, paper position, and beginning stroke;
- 9.4s provide direct instruction and guided practice in English writing conventions (e.g., grammar, spelling, capitalization, and punctuation);
- 9.5s provide systematic spelling instruction in common spelling patterns based on phonics skills already taught and provide opportunities for student to use and develop spelling skills in the context of meaningful written expression (e.g., applying decoding skills as one strategy to help proofread spelling during the editing process);
- 9.6s work with students to select pieces of their work to teach writing conventions, recognizing that first drafts are not always edited and revised, but help students realize that accuracy in conventions is necessary when preparing a piece for publication;
- 9.7s communicate students' performance in the use of writing conventions to families and discuss ways to encourage students' use of writing conventions; and
- 9.8s communicate with other professionals and seek implications for practice from ongoing research about student's development of writing conventions.

## English Language Arts and Reading Generalist EC–6 Standards

**Standard X. Assessment and Instruction of Developing Literacy:** Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

### Teacher Knowledge: What Teachers Know

#### Teachers of Students in Grades EC–6

The beginning teacher knows and understands:

- 10.1k appropriate uses and characteristics of screening devices, formal assessments (e.g., norm-referenced achievement tests and criterion-referenced state tests) and informal assessments (e.g., curriculum-based reading assessments and informal reading inventories) related to the development of literacy in young students;
- 10.2k formative and summative uses of assessment;
- 10.3k how to use multiple assessments and the results of these assessments to inform reading and writing instruction;
- 10.4k how to use assessment to determine when a student needs additional help or intervention to bring the student's performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS);
- 10.5k how students' use of self-evaluation and self-monitoring procedures can enhance literacy development;
- 10.6k the reciprocal nature of assessment and instruction and how to use assessment results to select appropriate instructional strategies and materials (e.g., basals, supplemental programs, and trade books) to ensure the literacy development of all students;
- 10.7k the importance of providing many opportunities for students to experience extended reading of narrative and expository texts; and

### Application: What Teachers Can Do

#### Teachers of Students in Grades EC–6

The beginning teacher is able to:

- 10.1s use multiple assessments to plan instruction in and monitor the literacy development of young students;
- 10.2s analyze students' errors in reading and writing and use them as a basis for future instruction;
- 10.3s use ongoing assessments to determine when a child may be in need of classroom interventions or specialized reading instruction and develop an appropriate instructional plan;
- 10.4s communicate students' progress in literacy development to parents and other professionals through a variety of means, including the use of examples of students' work;
- 10.5s communicate instructional decisions based on research, assessments, and knowledge of students; and
- 10.6s collaborate with other professionals and continually seek implications for practice from convergent research about assessment of students' developing literacy.

**English Language Arts and Reading Generalist EC–6 Standards**

**Standard X. Assessment and Instruction of Developing Literacy:** Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6 (continued)**

The beginning teacher knows and understands:

- 10.8k how to determine students' independent, instructional, and frustration reading levels and the importance of using this information when selecting materials for reading instruction for individual students and guiding selection of independent reading materials.

**English Language Arts and Reading Generalist EC–6 Standards**

**Standard XI. Research and Inquiry Skills:** Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6**

The beginning teacher knows and understands:

- 11.1k study and inquiry skills and their significance for student learning and achievement (e.g., using text organizers; taking notes; outlining; drawing conclusions; applying test-taking strategies; previewing; setting purposes for reading; locating, organizing, evaluating, and communicating information; summarizing information; using multiple sources of information; and interpreting and using graphic sources of information);
- 11.2k instructional practices that promote students' acquisition and use of study and inquiry skills across the curriculum;
- 11.3k grade-level expectations and procedures for assessing students' study and inquiry skills; and
- 11.4k how to use accepted formats for writing research, which includes documenting resources.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 11.1s use ongoing assessment and knowledge of grade-level expectations to identify students' needs in regard to study and inquiry skills and to plan instruction;
- 11.2s respond to students' needs by providing direct, explicit instruction to promote the acquisition and use of study and inquiry skills;
- 11.3s provide students with varied and meaningful opportunities to learn and use study and inquiry skills and to recognize the importance of using these skills to enhance achievement across the curriculum;
- 11.4s communicate with families/caregivers about students' study and inquiry skills development and collaborate to promote development in these areas;
- 11.5s collaborate with other professionals and continually seek implications for practice from convergent research about students' development of study and inquiry skills; and
- 11.6s provide students with opportunities to use accepted formats for writing research, including the documentation of resources.

**English Language Arts and Reading Generalist EC–6 Standards**

**Standard XII.** Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6**

The beginning teacher knows and understands:

- 12.1k characteristics and functions of different types of media (e.g., film, and print);
- 12.2k how different types of media influence and inform;
- 12.3k procedures and criteria for analyzing and evaluating visual images, messages, and meanings;
- 12.4k procedures for producing visual images, messages, and meanings to communicate with others;
- 12.5k instructional practices that promote students' ability to interpret, analyze, evaluate, and produce visual images, messages, and meanings;
- 12.6k grade-level expectations and procedures for assessing students' skills in interpreting, analyzing, evaluating, and producing visual images, messages, and meanings;
- 12.7k how to distinguish between denotative and connotative meanings; and
- 12.8k word origins and the understanding of historical influences on English wording meanings.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 12.1s use ongoing assessment and knowledge of grade-level expectations to plan instruction and to identify students' needs regarding the interpretation, analysis, evaluation, and production of visual images, messages, and meanings;
- 12.2s compare and contrast print, visual, and electronic media (e.g., films and written stories);
- 12.3s evaluate how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, and news photographers) represent meanings and provide students with varied opportunities to analyze and interpret visual images;
- 12.4s teach students to analyze visual image makers' choices (e.g., related to style, elements, and medium) and evaluate how these choices help to represent or extend meaning;
- 12.5s use various instructional techniques to help students understand and distinguish between denotative and connotative meanings;
- 12.6s provide students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations, and to use media to compare ideas and points of view;
- 12.7s teach students how to select, organize, and produce visuals to complement and extend meanings;

**English Language Arts and Reading Generalist EC–6 Standards**

**Standard XII.** Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

**Application: What Teachers Can Do**

***Teachers of Students in Grades EC–6 (continued)***

The beginning teacher is able to:

- 12.8s provide students with opportunities to use technology to produce various types of communications (e.g., class newspapers, multimedia reports, and video reports) and help student assess how language, medium, and presentation contribute to the message;
- 12.9s communicate with families/caregivers about students' progress in developing skills for interpreting, analyzing, evaluating, and producing visual images, messages, and meanings and collaborate with them to promote development in these areas; and
- 12.10s collaborate with other professionals and continually seek implications for practice from convergent research about students' development of skills for interpreting, analyzing, evaluating, and producing visual images, messages, and meanings.