

English
6–12

Section 13

English 6–12

1 Knowledge of the effective use of the English language at the postsecondary level

1. Identify and analyze influences on language (e.g., social, cultural, ethnic, religious, historical, regional, and gender).
2. Identify and apply standard English grammar and usage with proficiency.
3. Identify and apply the conventions of English capitalization, punctuation, and spelling with proficiency.
4. Identify and distinguish the effective use of sentence variety.
5. Identify and select appropriate reference materials to determine the meaning of a word, its pronunciation (e.g., homonyms, homophones), part of speech, synonyms and antonyms, and etymology.
6. Determine and apply the connotation and denotation of key words.
7. Identify and analyze the structure and meaning of words according to their word parts (i.e., prefixes, root words, and suffixes).
8. Identify and interpret figurative language (e.g., idioms, figures of speech).
9. Identify and use general academic and domain-specific language.
10. Identify and apply methods of effectively assessing language skills.
11. Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach language skills.

2 Knowledge of effective writing skills

1. Differentiate among various forms of writing (e.g., expository, narrative, persuasive, argumentative) in various texts.
2. Analyze arguments for evidence of logical reasoning and applicable, adequate support.
3. Identify and analyze effective organizational and stylistic choices in various forms of writing.
4. Identify and apply knowledge of the writing process (i.e., prewriting, drafting, revising, editing, proofreading, publishing).
5. Differentiate and select appropriate forms of technology to enhance the writing process.
6. Identify and assess meaningful feedback to student writing.

7. Identify and apply strategies to instruct students in the selection and evaluation of relevant and reliable information from various resources.
8. Identify and apply knowledge of the research process (e.g., gathering relevant information, synthesizing, paraphrasing, citing information, avoiding plagiarism).
9. Identify audience and purpose and differentiate how they impact language and writing.
10. Identify and apply methods of effectively assessing writing skills.
11. Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach writing skills.

3 Knowledge of literacy processes across genres

1. Analyze and apply techniques to understand levels of text complexity.
2. Evaluate effective strategies to teach analysis of texts (e.g. imagery, semantic and syntactic structures, diction).
3. Select effective strategies to construct meaning from texts.
4. Analyze and apply techniques to understand levels of text readability (e.g. quantitative and qualitative methods).
5. Determine the meaning of a word, phrase, paragraph, or text based on its context.
6. Identify and apply appropriate strategies (e.g., choral reading, readers' theater) to promote fluency (e.g., accuracy, prosody).
7. Identify and determine how text structure (e.g., compare-contrast, cause and effect, chronological) impacts comprehension.
8. Analyze reading performance to determine where a student falls on the reading continuum (i.e., frustration, instructional, independent).
9. Identify and apply methods of effectively assessing literacy processes.
10. Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach literacy processes.

4 Knowledge of a wide range of fiction, nonfiction, and informational texts

1. Analyze various literary and rhetorical devices (e.g., symbolism, style, allusion, irony, foreshadowing, tone, figurative language, syntax).
2. Evaluate the characteristics of various genres (e.g., drama, biography, speeches).
3. Evaluate the characteristics of various texts within and across literary movements.

4. Select a variety of methods for assessing the understanding of fiction, nonfiction, and informational texts.
5. Evaluate various texts using a range of critical approaches (e.g., gender, sociological).
6. Evaluate the characteristics of various texts within and across historical time periods.
7. Identify and differentiate among a range of historical and contemporary authors and speakers (e.g., American, Latin American, Asian, African, British) within and across time periods and genres.
8. Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach fiction, nonfiction, and informational texts.

5 Knowledge of critical responses to media

1. Identify and apply effective techniques and technologies for listening, viewing, speaking, and presenting.
2. Analyze media to evaluate meaning, intent, effect, and technique.
3. Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach listening, viewing, speaking, and presenting.
4. Identify and apply methods of effectively assessing listening, viewing, speaking, and presenting.

6 Demonstration of the ability to respond critically through an analysis of a literary selection

1. Demonstrate the ability to organize ideas around a clear and coherent thesis statement.
2. Incorporate relevant details and ample textual evidence to support the thesis statement.
3. Demonstrate proficient use of postsecondary level standard written English (e.g., varied word choice and syntax, semantics, language conventions).
4. Use appropriate style to enhance the reader's interest and understanding.