

Place an X in the box corresponding to the course that meets the following requirements:	List the courses the institution requires to meet Rule 24 requirements, associated Guidelines, and program hours required by the institution for this endorsement in the first row: (If more than 35 courses please fill out additional sheets)																												
<p>D Certification Endorsement Requirements: This endorsement shall require a minimum of 48 semester hours of content and pedagogical content coursework in literature, writing, language, communication, and reading/literacy skills and strategies.</p>	<p>EXAMPLE: CHEM 101 or 102 3 CR</p>	Educ 403 Diagnostic & Remedial Reading (3)	Eng 203 Lit. for Children thru Adolescence (3)	Eng 222 World Literature to 1500 (3)	Eng 225 Short Story (3)	Eng 301 Traditional Grammar (3)	Eng 305 Practicum in Composition (3)	Eng 322 British Literature I (3)	OR	Eng 323 British Literature II (3)	Eng 326 American Literature I (3)	OR	Eng 327 American Literature II (3)	Eng 357 Interpretive Reading (3)	Eng 418 Shakespeare (3)	Eng 302 Literary Theory (3)	Eng 450 English Seminar (3)	Jour 235 Newspaper Editing (2)	Jour 234 Beginning Journalism (3)	Jour 401 Journalism Practicum (1)	THEA 355 Princ. of Play Production (3)	English Elective (3)	Educ 309 Secondary Practicum (2)	Educ 310 Secondary Methods (3)	Educ 434 Content Literacy Across Curriculum (3)				
<p><u>E2.</u> Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.</p>		X																				X							
<p>S2. Candidates demonstrate knowledge of English Language Arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.</p>																													
<p><u>E1.</u> Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, content, audience, context, and purpose; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.</p>				X	X	X							X	X	X					X			X						
<p><u>E2.</u> Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.</p>					X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<p><u>E3.</u> Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.</p>		X				X																	X						

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<p><u>E1.</u> Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent, and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.</p>						X											X	X					X						
<p><u>E2.</u> Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current theory and research. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.</p>					X																		X						
<p><u>E3.</u> Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.</p>	X				X										X	X							X						
<p><u>E4.</u> Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.</p>					X										X	X	X						X						

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<p>S5. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English Language Arts, and responds to diverse students' context-based needs.</p>																													
<p>E1. Candidates plan and implement instruction based on English Language Arts curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.</p>		X	X	X			X		X		X		X									X							
<p>E2. Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help all students participate actively in their own learning in English Language Arts.</p>			X		X						X		X	X	X							X							
<p>E3. Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English Language Arts; candidates communicate with students about their performance in ways that actively involve them in their own writing.</p>	X		X										X									X							
<p>E4. Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital</p>	X		X		X							X		X	X							X							

