Revised Program 2020

Rule 24 Matrix Table of Alignment of Standards and Assessments



Name of Institution: Peru State College

Date Submitted: May 1, 2020

Endorsement: MIDDLE LEVEL EDUCATION-D1a-ENGLISH LANGUAGE ARTS Grade Levels: 5-9

Total Hours Required by Rule 24: 24 Program Hours Required by Institution: 24 Endorsement Type: SUBJECT

Place an X in the box corresponding to the course that meets the following requirements:		ne cou nstitut					-										-	-	_	ho:	urs r	equi	red	by
D1a English Language Arts - This matrix covers the 24 semester hours of the content area. See additional matrix addressing the 12 semester hours for Middle Level professional education courses.	EXAMPLE: CHEM 101 or 102 3 CR	ENG 201 Advanced Composition (3)	JOUR 234 Beginning Journalism (3)	ENG 203 Lit for Children (3)	ENG 301 Traditional Grammar (3)	ENG 305 Practicum in Composition (3)	ENG 326 American Literature I (3)	OR	ENG 327 American Literature II (3)	ENG 335 Non-Western Literature (3)	ENG 357 Interpretive Reading (3)	ENG 302 Literary Theory (3)	EDUC 413 Middle Level Student Teaching (12)	EDUC 420 Student Teaching Seminar (1)										
S1. Content Knowledge. Candidates demonstrate knowledge of English language arts subject mat content that specifically includes literature and multimedia texts as well as knowledge of the na of young adolescents as readers.																								
E1. Candidates are knowledgeable about texts—p and non- print texts, classic texts and contemporary texts, including young adult—represent a range of world literatures, histor traditions, genres, and the experiences of different genders, ethnicities, and social class they are able to use literary theories to interpand critique a range of texts.	that ical ses;			x					x			x												
E2. Candidates are knowledgeable about how you adolescents read texts and make meaning th interaction with media environments.			х	х																				

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S2. Content Knowledge. Candidates demonstrate knowledge of English language arts subject mat content that specifically includes language and writing as well as knowledge of young adolescent language users.																							
E1. Candidates can compose a range of formal am informal texts taking into consideration the interrelationships among form, audience, con and purpose; candidates understand that wr is a recursive process; candidates can use contemporary technologies and/or digital me to compose multimodal discourse.	ntext, iting		x		х	x					x	x											
E2. Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); understand the concept of dialect and are fa with relevant grammar systems (e.g., descrip and prescriptive); they understand principles language acquisition; they recognize the influ of English language history on ELA content; a they understand the impact of language on society.	miliar itive of uence				х		x		x		х	х											
E3. Candidates are knowledgeable about how you adolescents compose texts and make meaning through interaction with media environment	ng			х		х																	

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S3. Content Pedagogy – Planning Literature and Read Instruction in English Language Arts. Candidates instruction and design assessments for reading the study of literature to promote learning for a students.	plan and																									
E1. Candidates use their knowledge of theory, research, and practice in English Language A plan standards-based, coherent and relevant learning experiences utilizing a range of differ texts—across genres, periods, forms, authors cultures, and various forms of media—and instructional strategies that are motivating a accessible to all young adult students, include English language learners, students with spenneeds, students from diverse language and learning backgrounds, those designated as his achieving, and those at risk of failure.	rent S, and ing cial				x		x		х		x	х		х	х											
E2. Candidates design a range of authentic assess (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learn develop and that address interpretive, critical evaluative abilities in reading, writing, speaking listening, viewing, and presenting.	ers I, and			х		x						х														

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E3. Candidates plan standards-based, coherent ar relevant learning experiences in reading that reflect knowledge of current theory and rese about the teaching and learning of reading a that utilize individual and collaborative approaches and a variety of reading strategies.	arch nd													x	х											
E4. Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.	ı					х	х																			
E5. Candidates plan instruction that incorporates knowledge of language – structure, history, a conventions—to facilitate students' comprehension and interpretation of print an non-print texts.						x				х		x														
E6. Candidates plan instruction which, when appropriate, reflects curriculum integration a incorporates interdisciplinary teaching methology and materials.														х	х											

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S4. Content Pedagogy – Planning Writing and Compo Instruction in English Language Arts. Candidates instruction and design assessments for composi texts (i.e., oral, written, and visual) to promote learning for all students.	plan						х																
E1. Candidates use their knowledge of theory, research, and practice in English Language Ar plan standards-based, coherent and relevant composing experiences that utilize individual collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audience	and						х																
E2. Candidates design a range of assessments for young adolescent students that promote the development as writers, are appropriate to t writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' in and encourage their growth as writers over the E3. Candidates design instruction related to the	he deas				X	х																	

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strategic use of language conventions (gramn usage, and mechanics) in the context of youn adolescent students' writing for different audiences, purposes, and modalities.																								
E4. Candidates design instruction that incorporate young adolescent students' home and comm languages to enable skillful control over their rhetorical choices and language practices for variety of audiences and purposes.	unity				x																			
S5. Learners and Learning – Implementing English Language Arts Instruction. Candidates plan, implement, assess, and reflect on research-base instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context -based needs.																								
E1. Candidates plan and implement instruction ba on English Language Arts curricular requirement and standards, school and community contex and knowledge about students' linguistic and cultural backgrounds.	ents cts,			х					х															
E2. Candidates use data about their students' individual differences, identities, and funds o	f				х						х													

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knowledge for literacy learning to create inc learning environments that contextualize curriculum and instruction and help all stude participate actively in their own learning in E Language Arts.	ents																							
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 performances in ways tactively involve them in their own learning.	1													x	х									
E4. Candidates select, create, and use a variety of instructional strategies and teaching resource including contemporary technologies and digmedia, consistent with what is currently kno about young adolescent student learning in English Language Arts.	es, gital					х																		

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S6. Professional Knowledge and Skills. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions ca enhance young adolescent students' opportunit learn in English Language Arts.																										
E1. Candidates plan and implement English langua arts and literacy instruction that promotes so justice and critical engagement with complex issues related to maintaining a diverse, incluse equitable society.	cial		х									x														
E2. Candidates use knowledge of theories and res to plan instruction responsive to young adole students' local, national and international histories, individual identities (e.g., race, ethrage, appearance, abilities, socioeconomic stacommunity environment, etc.), and language they affect students' opportunities to learn in English Language Arts.	escent nicity, itus, es as		X				x		х			х														
S7. Professional Knowledge and Skills. Candidates are	e																									

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prepared to interact knowledgeably with studer families, and colleagues based on social needs a institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as a professional educator.	nd																							
E1. Candidates model literate and ethical practice English Language Arts teaching, and engage in/reflect on a variety of experiences related English Language Arts.			х			х																		
E2. Candidates engage in and reflect on a variety experiences related to English Language Arts demonstrate understanding of and readiness leadership, collaboration, ongoing professior development, and community engagement.	that for		х			х																		