## Rule 24 Matrix

## Name of Institution: Peru State College

Date Submitted: May 1, 2020
Endorsement: MIDDLE LEVEL EDUCATION-D1a-ENGLISH LANGUAGE ARTS
Total Hours Required by Rule 24: 24
Program Hours Required by Institution: 24
Grade Levels: 5-9
Endorsement Type: SUBJECT

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)

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.

S1. Content Knowledge. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of young adolescents as readers.
E1. Candidates are knowledgeable about texts-print and non- print texts, classic texts and
contemporary texts, including young adult-that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

E2. Candidates are knowledgeable about how young adolescents read texts and make meaning through interaction with media environments.

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S2. Content Knowledge. Candidates demonstrate knowledge of English language arts subject matte content that specifically includes language and writing as well as knowledge of young adolescents as language users.

E1. Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media oo compose multimodal discourse.

E2. 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.
E3. Candidates are knowledgeable about how young adolescents compose texts and make meaning through interaction with media environments.

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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. Instruction in English Language Arts. Candid instruction and design assessments for reading and the study of literature to promote learning for all students.

E1. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts-across genres, periods, forms, authors, cultures, and various forms of media-and instructional strategies that are motivating and accessible to all young adult students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

E2. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

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E3. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and hat utilize individual and collaborative approaches and a variety of reading strategies.
E4. Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

E5. Candidates plan instruction that incorporates knowledge of language - structure, history, and conventions-to facilitate students comprehension and interpretation of print and non-print texts.

E6. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

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| EXAMPLE: <br> CHEM 101 or 1023 CR |
| :---: |
| ENG 201 Advanced Composition (3) |
| OR |
| 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) |

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X

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S4. Content Pedagogy - Planning Writing and Composition Instruction in English Language Arts. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

E1. 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 o writing processes and strategies in different genres for a variety of purposes and audiences.

E2. Candidates design a range of assessments for young adolescent students that promote their development as writers, are appropriate to the 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' ideas and encourage their growth as writers over time.
E3. Candidates design instruction related to the

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strategic use of language conventions (grammar usage, and mechanics) in the context of young adolescent students' writing for different audiences, purposes, and modalities.

E4. Candidates design instruction that incorporates young adolescent students' home and community anguages to enable skillful control over their hetorical choices and language practices for a variety of audiences and purposes.

S5. Learners and Learning - Implementing English Language Arts Instruction. 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.

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.

E2. Candidates use data about their students individual differences, identities, and funds of

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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.

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 that actively involve them in their own learning

E4. Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about young adolescent student learning in English Language Arts.

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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 can enhance young adolescent students' opportunities to learn in English Language Arts.

E1. Candidates plan and implement English language arts and literacy instruction that promotes socia justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

E2. Candidates use knowledge of theories and research to plan instruction responsive to young adolescent students' local, national and international histories, individual identities (e.g., race, ethnicity, age, appearance, abilities, socioeconomic status, community environment, etc.), and languages as they affect students' opportunities to learn in
English Language Arts.

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prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as a professional educator.
E1. Candidates model literate and ethical practices in English Language Arts teaching, and engage in/reflect on a variety of experiences related to English Language Arts

E2. Candidates engage in and reflect on a variety of experiences related to English Language Arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professiona development, and community engagement.

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[^0]:    57. Professional Knowledge and Skills. Candidates are
