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<p><u>D1a</u> 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.</p>	<p>EXAMPLE: CHEM 101 or 102 3 CR</p>	<p>ENG 201 Advanced Composition (3)</p>	<p>OR</p>	<p>JOUR 234 Beginning Journalism (3)</p>	<p>ENG 203 Lit for Children (3)</p>	<p>ENG 301 Traditional Grammar (3)</p>	<p>ENG 305 Practicum in Composition (3)</p>	<p>ENG 326 American Literature I (3)</p>	<p>OR</p>	<p>ENG 327 American Literature II (3)</p>	<p>ENG 335 Non-Western Literature (3)</p>	<p>ENG 357 Interpretive Reading (3)</p>	<p>ENG 302 Literary Theory (3)</p>		<p>EDUC 413 Middle Level Student Teaching (12)</p>	<p>EDUC 420 Student Teaching Seminar (1)</p>											
<p>S3. Content Pedagogy – Planning Literature and Reading Instruction in English Language Arts. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.</p>																											
<p><u>E1.</u> 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.</p>						<p>X</p>	<p>X</p>	<p>X</p>		<p>X</p>	<p>X</p>		<p>X</p>	<p>X</p>		<p>X</p>	<p>X</p>										
<p><u>E2.</u> 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.</p>				<p>X</p>		<p>X</p>							<p>X</p>														

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<p>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>																											
<p><u>E3.</u> 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.</p>															<p>X</p>	<p>X</p>											
<p><u>E4.</u> 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.</p>						<p>X</p>																					

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<p>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.</p>																												
<p><u>E1.</u> Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.</p>			<p>X</p>										<p>X</p>															
<p><u>E2.</u> 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.</p>			<p>X</p>			<p>X</p>				<p>X</p>			<p>X</p>															
<p>S7. Professional Knowledge and Skills. Candidates are</p>																												

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<p>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.</p>																												
<p><u>E1.</u> 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.</p>			<p>X</p>			<p>X</p>																						
<p><u>E2.</u> 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 professional development, and community engagement.</p>			<p>X</p>			<p>X</p>																						