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<p>D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of content and pedagogical content coursework in reading/literacy skills and strategies, writing, language, and literature.</p>	<p>EXAMPLE: CHEM 101 or 102 3 CR</p>	Educ 403 Diagnostic & Rem. Reading (3)	Eng 203 Lit. for Child. 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)	English Elective (3)	Educ 309 Secondary Practicum (2)	Educ 310 Secondary Methods (3)	Educ 434 Content Literacy Across Curr. (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 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, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.</p>			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 English content; and they understand the impact of language on society.</p>					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>S3. 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 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 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>			X	X	X	X	X	X	X	X	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>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>	X	X				X									X					X														
<p><u>E3.</u> 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 that utilize individual and collaborative approaches and a variety of reading strategies.</p>	X																X		X	X	X													

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<p><u>E4.</u> Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.</p>	X				X	X													X	X	X													
<p><u>E5.</u> Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.</p>	X				X					X		X	X	X					X	X	X													
<p><u>E6.</u> Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.</p>	X																		X	X	X													
<p>S4. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.</p>																																		
<p><u>E1.</u> Candidates use their knowledge of theory, research, and practice in English 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													
<p><u>E2.</u> Candidates design a range of assessments for students that promote their development as</p>						X									X						X													

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<p>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>																																		
<p><u>E3.</u> Candidates plan 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														
<p><u>E4.</u> Candidates plan 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														
<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><u>E1.</u> 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							X														
<p><u>E2.</u> Candidates use data about their students' individual differences, identities, and funds of</p>		X		X								X		X						X														

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<p>identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in English.</p>										X			X																					
<p>S7. Candidates are 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 professional educators.</p>																																		
<p><u>E1.</u> Candidates model literate and ethical practices in English teaching, and engage in/reflect on a variety of experiences related to English Language Arts.</p>	X					X									X				X															
<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>																																		