

4.09 English Language Arts (Grades 7-12)

To be endorsed in English language arts, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in English language arts; be knowledgeable about the Colorado Academic Standards in reading, writing and communicating; and have demonstrated the competencies specified below:

4.09(1) The English language arts educator is knowledgeable about the content of the English language arts and is able to develop English language arts skills in students based on an applicable understanding of the history and structure of the English language including, but not limited to, the impact of literary and psycholinguistic, sociolinguistic, cultural, familial and other relevant factors, and is able to:

4.09(1)(a) articulate to students an understanding of the relationships between the English language arts and their applications including, but not limited to, reading, writing, speaking, listening and viewing.

4.09(1)(b) select, adapt and create resources, instructional materials and coursework which provide students at all academic levels with:

4.09(1)(b)(i) multiple and varied ways of reinforcing and adding to English language skills development;

4.09(1)(b)(ii) opportunities to gain an understanding and appreciation of the history, structure and evolving nature of the English language;

4.09(1)(b)(iii) the ability to use appropriate variations in language depending on purpose and audience; and

4.09(1)(b)(iv) the ability to use standard English language (e.g., usage, grammar, spelling and syntax) when communicating with and understanding others in a variety of formal and informal situations.

4.09(2) The English language arts educator is knowledgeable about literature written for adolescents and adults and is able to strategically and with intention present to students an age-appropriate selection of a wide and balanced variety of literary works, authors and genres including, but not limited to:

4.09(2)(a) traditional and contemporary literature, including young adult literature, representing a range of cultures and viewpoints from the United States and other countries.

4.09(2)(b) works of literary theory and literary criticism.

4.09(3) The English language arts educator is knowledgeable about appropriate, varied and high-quality literature which can demonstrate to students that literature is central to the humanities and provides a shared reference point from which questions of values, attitudes and beliefs can be explored, and is able to present opportunities for students to:

4.09(3)(a) learn to enjoy and appreciate literature.

4.09(3)(b) gain a critical understanding of a wide variety of literary types, styles and themes – both fiction and non-fiction.

- 4.09(3)(c) explore, analyze, interpret and evaluate literature.
 - 4.09(3)(d) demonstrate their comprehension of texts in a variety of forms of literature and writings.
 - 4.09(3)(e) use a range of written and oral, formal and informal means of responding to literature.
 - 4.09(3)(f) gain an appreciation of literature that reflects the breadth and diversity of the human experience which serves as a mirror of their own experiences as well as a window into the experiences and perspectives of others.
- 4.09(4) The English language arts educator is knowledgeable about developing students' abilities to read strategically and is able to instruct them about skills related, but not limited to:
- 4.09(4)(a) analyzing, identifying and clarifying the meaning of texts.
 - 4.09(4)(b) comprehending, interpreting and evaluating texts.
 - 4.09(4)(c) choosing reading materials with increasing sophistication and complexity.
 - 4.09(4)(d) understanding the synergistic relationship between reading and writing.
- 4.09(5) The English language arts educator is knowledgeable about a wide range of readings, from fiction and non-fiction print literature to non-print texts; classical literary genres to those in popular culture; and traditional to contemporary works, and is able to teach students the skills and abilities to:
- 4.09(5)(a) make sound choices for individual reading.
 - 4.09(5)(b) read independently for pleasure, learning and research.
 - 4.09(5)(c) develop individual strategies for reading and comprehending texts.
 - 4.09(5)(e) ask strategic questions, predict, infer, paraphrase and summarize what is read.
 - 4.09(5)(f) use a range of strategies to read with a critical eye to discern the craft of the written piece, rhetorical strategies, authorial intent and literary technique.
 - 4.09(5)(g) compare the development of themes, concepts and authors' writing styles by analyzing a variety of literary works.
- 4.09(6) The English language arts educator is knowledgeable about written communication and able to develop skills and abilities including, but not limited to:
- 4.09(6)(a) effective composition for different purposes and audiences, in a variety of ways and through a variety of genres.
 - 4.09(6)(b) effective writing processes (e.g., planning, drafting, revising, proofreading, editing and publishing).
 - 4.09(6)(c) effective use of the rules of written language.
 - 4.09(6)(d) appropriate and effective thinking skills (e.g., problem-solving, analysis, synthesis, evaluation, etc.) to craft written work.

- 4.09(7) The English language arts educator is knowledgeable about oral communication and is able to develop appropriate student usage thereof including, but not limited to:
- 4.09(7)(a) employing communication strategies for different purposes and audiences in a variety of formats.
 - 4.09(7)(b) utilizing appropriate oral communication processes (e.g., research, organization, presentation and incorporation of feedback).
 - 4.09(7)(c) applying elements of effective communication (e.g., clarity of thought and speech, appropriateness of language, effective use of voice and articulation, and listening skills).
 - 4.09(7)(d) employing listening and speaking as complementary processes.
- 4.09(8) The English language arts educator is knowledgeable about instructional strategies and is able to instruct so that students develop an appropriate vocabulary consisting of academic language as well as real-world language, and so that students are able to use written and oral language for a variety of communication purposes, by providing them with opportunities to:
- 4.09(8)(a) practice and gain proficiency in the art of written and oral communication for a variety of purposes and audiences.
 - 4.09(8)(b) reinforce writing and speaking skills to underscore their importance in learning and communicating.
 - 4.09(8)(c) experience thoughtful guided discourse that allows the practice of a variety of communication strategies.
 - 4.09(8)(d) be evaluated on oral presentations and written work based upon a prearranged, clearly defined set of criteria that provides fair, consistent and constructive feedback for improvement.
- 4.09(9) The English language arts educator is knowledgeable about visual communication and information processes and is able to instruct students about:
- 4.09(9)(a) active and constructive viewing and the visual representation of ideas to assure clear understanding of what is intended.
 - 4.09(9)(b) critically evaluating information, media and technology.
 - 4.09(9)(c) utilizing technological resources for the access, selection and application of relevant information.
 - 4.09(9)(d) identifying the influence of mode and style on representation of content.
 - 4.09(9)(e) identifying relevant research for various purposes and materials.
- 4.09(10) The English language arts educator is knowledgeable about technology and media and is able to incorporate them into classroom use and instruction so that students become familiar with visual communication and information processes and are able to:
- 4.09(10)(a) acquire knowledge through the use of a variety of strategies, resources, processes and technologies.

- 4.09(10)(b) judge the quality, usefulness and appropriateness of media and technology presentations.
 - 4.09(10)(c) use multi-media technology to communicate their own ideas in a variety of ways.
 - 4.09(10)(d) identify visual and electronic texts as significant components of the English language arts and be able to select, analyze and evaluate them based on need or usefulness.
- 4.09(11) The English language arts educator is knowledgeable about student assessments and is able to:
- 4.09(11)(a) develop a variety of ways students may demonstrate mastery appropriate to the English language arts classroom.
 - 4.09(11)(b) articulate the relationship between standards, assessments, curricula and classroom instructional strategies.
 - 4.09(11)(c) analyze and incorporate assessment data:
 - 4.09(11)(c)(i) into the planning for individual and group instruction; and
 - 4.09(11)(c)(ii) into the diagnosis of individual student and group needs to increase and/or enhance achievement including, but not limited to, remediation or acceleration.
 - 4.09(11)(d) incorporate a range of clearly identified, useful, appropriate, fair and equitable assessment methods to provide students:
 - 4.09(11)(d)(i) feedback, guidance and instruction to increase their proficiency in reading, writing, speaking and listening;
 - 4.09(11)(d)(ii) multiple opportunities to create products which demonstrate competence in communication through a variety of means including, but not limited to, audio/visual, written and oral presentation; and
 - 4.09(11)(d)(iii) instruction based on assessments of students' needs and on approved standards for English language arts.
- 4.09(12) The English language arts educator is knowledgeable about literacy and is able to:
- 4.09(12)(a) provide students with extensive opportunities to acquire and use language and to evaluate literature and texts through reading, writing, speaking, listening and viewing.
 - 4.09(12)(b) demonstrate and promote a commitment to the development of literacy and its applications.
 - 4.09(12)(c) assist students whose first language is one other than English in developing fluency and competence in English language arts.
 - 4.09(12)(d) develop materials and activities that promote student understanding of the synergistic interrelationship between all of the English language arts as defined in 4.09(1)(a).
 - 4.09(12)(e) assist students in identifying and defining questions related to literature and other texts.

- 4.09(12)(f) effectively model to students the mastery of English oral and written language.
 - 4.09(12)(g) select, adapt and create resources based on an assessment of student academic needs and relevant to required curricula, age grade-level expectations and levels of English-language proficiency.
 - 4.09(12)(h) refine instruction and instructional materials based on student progress.
 - 4.09(12)(i) create an inclusive, challenging, engaging classroom environment in which individual ideas are encouraged, acknowledged, respected and valued.
 - 4.09(12)(j) incorporate student content standards into ongoing lesson plans.
 - 4.09(12)(k) use assessment results to evaluate and improve teaching effectiveness and to plan for professional growth.
- 4.09(13) The English language arts educator is able to effectively communicate to students, parents, staff and other interested audiences about curriculum, assessment, class requirements, methods of instructional delivery and high standards and expectations for all students.
- 4.09(14) The English language arts educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.