

The English/Language Arts Teacher Preparation Competencies identify the essential knowledge and skills that must be developed and assessed in preparation programs that result in eligibility for the following Louisiana early childhood and elementary education teaching certifications:

- Birth – Kindergarten (B-K)
- Pre-Kindergarten – Third Grade (PK-3)
- First – Fifth Grade (1-5)

Throughout this document, “student” is inclusive of and equally emphasizes students with exceptionalities, students from diverse language backgrounds, students designated as “high achieving,” students at risk of academic failure, and students without exceptionalities.

Types of Competencies

These competencies include **content knowledge competencies** and **teaching skill competencies**. The content knowledge competencies identify foundational knowledge of the English language, including reading, composition, and oral language, and reading, composition, and oral language skills. The teaching competencies identify teaching knowledge and skills that are specific to English/Language arts instruction.

Development of Competencies

These competencies were informed by Louisiana’s academic standards and are aligned with national teacher preparation standards, including National Association for the Education of Young Children and International Literacy Association standards.

Definitions

1. References to *instruction* or *instructional plans* include activities, routines, and/or experiences.
2. A *balanced instructional program* includes:
 - a. Explicit and systematic instruction of the components of effective literacy instruction and practice through guided, partner, and independent reading and writing opportunities with a range of texts (e.g., picture books, technology-based information, non-print materials on different reading levels and topics based on student interests and cultures)
 - b. Interactive read-aloud instruction and a variety of language activities and games to model fluent reading and build students’ growing vocabulary and knowledge of the world with a volume of texts; and
 - c. Shared research and writing to extend students’ knowledge of language and the world.
3. *Interactive read-aloud instruction* is an instructional approach in which students listen to and respond in speaking and/or writing to demonstrate understanding of a text read orally; upon repeated oral readings, students may read and/or reference words, phrases, illustrations, or larger sections of text with teacher support to demonstrate understanding.

ENGLISH LANGUAGE ARTS CONTENT KNOWLEDGE COMPETENCIES

I. Candidates are able to read and understand the language, topics, themes, or ideas of complex texts and explain how they are able to read and understand those texts.

I.1: Candidates read a wide variety of complex texts appropriate for instruction of age or grade-level reading, writing, speaking and listening, and language standards. The variety of texts includes Print and non-print or digital texts, media texts (i.e., songs, videos, podcasts, film), classic texts and contemporary texts, including children’s literature, that represent a range of world literatures, historical traditions, genres, forms, and the experiences of different genders, ethnicities, and social classes.

I.2: Candidates determine the meaning, purpose, or main ideas of complex texts and explain their development through conversations and writing based on the interaction of an author’s craft (e.g., word choice, syntax, use of details and illustrations, figurative language), elements and structure (e.g., setting, characterization, development and organization, plot, pacing, evidence), literary effects (e.g., symbolism and irony), and/or rhetorical devices.

I.3: Candidates explain how vocabulary, diction, syntax, and sentence patterns contribute to the meaning, complexity, clarity, coherency, fluency, and quality of a text.

I.4: Candidates select words in complex texts which most contribute to the meaning, are common among complex texts, are part of word families, and/or have multiple meanings.

I.5: Candidates make connections between texts, including determining and explaining how each text challenges, validates, or refines the language, topics, themes, or ideas of other texts and how modern texts or texts in different mediums adapt, enhance, or misrepresent a source text.

I.6: Candidates assess the credibility and usability of texts by analyzing texts with differing viewpoints to determine areas of conflict or possible bias, evaluating whether the reasoning is sound and the evidence is relevant and sufficient, and determining the advantages and disadvantages of different texts and mediums for presenting a particular topic or idea.

I.7: Candidates recognize the influence of English language and literary history on ELA content.

II. Candidates demonstrate proficiency with written and spoken language when writing about the topics, themes, or ideas of complex texts.

II.1: Candidates create a range of formal and informal, process and on-demand oral, written, and visual compositions (e.g., analytic, argumentative, explanatory, narrative) about the language, craft, topics, themes, or ideas of complex texts, taking into consideration the interrelationships among form, audience, context, and purpose.

II.2: Candidates are able to use complex texts to locate models of writing (e.g., word choice, syntax, sentence variety and fluency, text structure, style) and use the models to imitate the language, structure, and style in their own writing.

II.3: Candidates know and appropriately use the conventions of English language (grammar, usage, and mechanics) as they relate to various rhetorical situations and to various style guides for composition.

ENGLISH LANGUAGE ARTS CONTENT KNOWLEDGE COMPETENCIES, CONTINUED

II.4: Candidates recognize and explain the historical context of modern English language, including recognizing root words, determining word etymologies, and analyzing changes in syntax.

II.5: Candidates explain the concept of dialect, recognize its effect and impact on the meaning and development of written and spoken language, and know and apply its use in context when it is appropriate.

II.6: Candidates explain the importance of language structure (syntactic awareness, discourse awareness) in developing reading and writing fluency.

III. Candidates demonstrate understanding of the stages of language, reading, and writing development.

III.1: Candidates explain the progression, connection, and relationships among the major components of early literacy development, including the typical and atypical development of skills in the areas of (1) language (e.g., phonological skill, morphology, orthography, semantics, syntax, and discourse), (2) reading (e.g., print awareness, decoding, fluency, and comprehension), and (3) spelling and writing development (e.g., pre-literate, early emergent, emergent, transitional, and conventional).

III.2: Candidates define, explain, produce, and classify the basic phonetic structure and orthographic rules and patterns of the English language (e.g., phonemes, graphemes, digraphs, blends, r-control vowels, hard and soft consonants, etc.) and explain how these relate to the progression of reading and writing development.

III.3: Candidates explain the principles of teaching word identification and spelling and give examples illustrating each principle.

III.4: Candidates explain the role of fluency in typical reading development (e.g., word recognition, oral reading, silent reading, and comprehension) and as a characteristic of some reading disorders.

III.5: Candidates identify, define, and explain the relationship between environmental, cultural, and social factors that contribute to literacy development and the difference between delays and characteristics of some reading disorders, as determined by the age- or grade-level standards.

III.6: Candidates explain and demonstrate through oral reading the print concepts young students must develop (e.g., text orientation, directionality, connection of print to meaning, return sweep, page sequencing, punctuation).

III.7: Candidates explain the stages of the development of phonological awareness skills and give examples illustrating each stage (e.g., rhyme, syllable, onset-rime, phoneme segmentation, blending, and substitution).

III.8: Candidates demonstrate appropriate enunciation in oral demonstrations, especially speech sounds when conducting phonemic awareness lessons.

ENGLISH/LANGUAGE ARTS TEACHING SKILL COMPETENCIES: READING

IV. Candidates locate or design and implement a balanced instructional program to ensure students at various stages of language, reading, and writing development learn to read, speak, and write as indicated by age- or grade-level standards.

IV.1: Candidates apply their knowledge of the progression of phonological awareness skills to scaffold students' development of phonological awareness and enhance their reading and writing development through the use of a variety of intentional, explicit, and systematic instructional practices embedded in a range of continuous texts.

IV.2: Candidates apply understanding of the relationship between phonemes and graphemes to use writing experiences in conjunction with phonological instruction to enhance students' reading and writing development.

IV.3: Candidates select or design ongoing assessments (e.g., formal and informal, oral and written) to measure students' ability to use their knowledge of language (e.g., print concepts, phonological awareness, phonics and word recognition) to accurately and fluently read and write with understanding about a range of continuous texts.

IV.4: Candidates use assessment results and knowledge of typical and atypical reading and writing development to identify trends in students' strengths and weaknesses with age- or grade-level standards for reading foundational skills, writing, and language; they use those trends to make adjustments to future instructional plans and communicate with parents and colleagues.

IV.5: Candidates form flexible groups of students and develop and implement small-group instruction, which draws on their knowledge of the connections among the major components of literacy development to improve students' independent ability to read a range of continuous texts and write in response using age- or grade-level appropriate conventions, spelling, language, and structure.

IV.6: Candidates select and use various strategies to develop students' reading fluency, including guiding student awareness of syntax and discourse; they observe reading behaviors often associated with fluency problems and provide interventions to develop students' ability to read with sufficient accuracy and fluency to support comprehension of grade-level texts.

IV.7: Candidates assess specific reading behaviors (e.g., lack of automaticity, substitution, omissions, repetitions, inappropriate reading rates, inaccuracy), which signal possible reading difficulties, recognize when an individual student's development differs from typical developmental patterns, and collaborate with specialists to plan and implement appropriate instructional support(s) that address individual needs without replacing regular classroom instruction.

IV.8: Candidates analyze students' written expression skills (e.g., handwriting for elements of legibility, such as letter formation, size and proportion, spacing, etc. and keyboarding for proper technique and style, such as adequate rate and accuracy, appropriate spacing, proficiency with word processing programs, etc.), identify elements that need improvement, and design instruction that assists students in developing proficiency.

V. Candidates plan, design, and implement instruction and assessments for students at various stages of language, reading, and writing development to demonstrate the ability to read, understand, and express understanding of grade-level, complex texts, as determined by the age- or grade-level standards.

V.1: Candidates select appropriately complex texts that present opportunities for instruction and assessment of age- or grade-level standards.

V.2: Candidates select multiple age- or grade-level standards for interactive read-aloud instruction with a volume of complex texts about similar topics, themes, or ideas to develop students' ability to (1) understand and use vocabulary and language, including incidental reading foundational skills, (2) listen to, read, and understand texts, and (3) write and speak about the topics and ideas of texts.

V.3: Candidates develop and implement age- or grade-level instructional plans with a volume of complex texts about similar topics, themes, or ideas; they use age- or grade-level standards to identify sections for rereading (e.g., through interactive read aloud, read along, pair or group reading, or independent reading), create and sequence questions and tasks, and use a variety of grade-level appropriate instructional strategies to scaffold instruction so all students are able to read, understand, and express understanding through conversations and writing using grade-level appropriate language, conventions, spelling, and structure.

V.4: Candidates develop and implement instructional plans which provide opportunities for all students to read a wide range and volume of texts for various purposes (e.g., understanding, pleasure, and research) and make connections between texts based on their language, craft, topics, themes, or ideas; when appropriate based on age- or grade-level standards, candidates support students in selecting texts and assessing the credibility and usability of texts for different purposes.

V.5: Candidates schedule and/or coordinate instructional time to make content connections with science, social studies, and the arts to ensure students build a wide vocabulary and knowledge of the world.

V.6: Candidates are able to select or design a range of ongoing classroom assessments (e.g., formal and informal, formative and summative, oral and written) which determine how well students are able to read, understand, and express understanding of appropriately complex texts.

V.7: Candidates use assessment results to determine trends in students' learning; communicate with colleagues, students, and parents; and make adjustments (e.g., re-teaching, targeted mini-lessons, individualized or small-group remediation or extension) to provide differentiated instructional supports so all students are able to read, understand, and express understanding of complex texts, as determined by age- or grade-level standards.

ENGLISH/LANGUAGE ARTS TEACHING SKILL COMPETENCIES: COMPOSITION

VI. Candidates plan, design, and implement instruction and assessments for students to compose oral, written, and visual texts to demonstrate understanding of complex texts through explanation, analysis, challenge, and/or extension of the language, craft, topics, themes, or ideas of the texts.

VI.1: Candidates conduct classroom conversations based on the age- or grade-level standards for speaking and listening that allow students to refine their thinking about the language, craft, topics, themes, or ideas in complex texts in preparation for writing.

VI.2: Candidates develop and implement instruction in which students demonstrate the ability to meet the age- or grade-level standards for reading, writing, speaking and listening, and language by composing a range of oral, written, and visual texts (e.g., formal and informal, process and on-demand, different genres for a variety of purposes and audiences).

VI.3: Candidates develop, based on age- or grade-level standards, students' ability to create an organizing idea or thesis statement, effectively organize and develop a written, oral, or visual response, and, when appropriate, develop a topic or support an opinion or claim about the language, craft, topics, themes, or ideas in complex texts using relevant evidence.

VI.4: Candidates provide regular opportunities for students to engage in individual and collaborative approaches (e.g., shared and small-group writing, peer editing) to plan, draft, revise, edit, and publish written, oral, and visual texts, as well as to use contemporary technologies and/or digital media to communicate knowledge, ideas, understandings, insights, and experiences.

VI.5: Candidates design tasks for all students as indicated by the age- or grade-level standards for reading, writing, speaking and listening, and language that require research of a topic, theme, or idea presented in complex texts and communication of findings orally and in writing.

VI.6: Candidates are able to analyze student writing samples independently and with colleagues and students to determine models of strong and weak work based on age- or grade-level standards and use those samples during instruction to support student writing growth over time.

VI.7: Candidates use complex texts to locate models of writing (e.g., word choice, syntax, sentence variety and fluency, text structure, style) and support students in using the models to develop their use of language, structure, and style in their own writing.

VI.8: Candidates understand how students may use language incorrectly orally and in writing and design and implement instruction based on age- or grade-level standards to ensure students accurately and strategically use language conventions (e.g., grammar, usage, and mechanics) in their writing for different audiences and purposes.