

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 teaching certifications:

- Middle Grades Fourth – Eighth (4-8) English Language Arts
- Secondary Grades Sixth – Twelfth (6-12) English Language Arts

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 Council for Teachers of English and International Literacy Association standards.

Definitions

1. 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.
2. *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. These texts include print and non-print or digital texts, media texts (i.e., songs, videos, podcasts, film), classic texts and contemporary texts, including young adult literature, and 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.

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 language, reading and writing, including the typical and atypical progression of skills for early adolescents and adolescents in the areas of (1) language (e.g., morphology, semantics, syntax, and discourse), (2) reading (e.g., decoding, fluency, and comprehension), and (3) writing (e.g., as mechanism for developing language skills or reading).

III.2: Candidates define, explain, produce, and classify orthographic rules and patterns and morphological structure of the English language as it relates to semantics and syntax in the reading and writing development of early adolescents and adolescents.

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

III.4: Candidates understand 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 grade-level academic standards.

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 grade-level academic standards.

IV.1: Candidates apply their knowledge of the progression of language, reading, and writing skills to scaffold and enhance early adolescent and adolescent students' reading and writing development when students' are demonstrating atypical development; they use of a variety of intentional, explicit, and systematic instructional practices embedded in a range of continuous texts for small-group instruction or intervention in addition to whole-class instruction with grade-level standards.

IV.2: Candidates draw on their understanding of the relationship between speaking and listening, language, reading, and writing to use writing and speaking and listening experiences in conjunction with language and reading 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 trends in ongoing assessment results and knowledge of typical and atypical development to identify students who are developing atypically in reading and writing and are in need of additional support with decoding, fluency, vocabulary development, speaking and listening, writing, grammar, etc.; they use those results to communicate with parents and colleagues, make recommendations for support (e.g., intervention, referral for services, etc.), and adjust future instructional plans.

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 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 grade-level academic standards.

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

V.2: Candidates select multiple grade-level academic standards for instruction with a volume of complex texts about similar topics, themes, or ideas to develop students' reading, writing, speaking and listening, and language.

V.3: Candidates develop and implement grade-level academic instructional plans with a volume of complex texts about similar topics, themes, or ideas; they use grade-level academic 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 grade-level academic standards, candidates support students in selecting texts and assessing the credibility and usability of texts for different purposes.

V.5: 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 students' ability to use vocabulary and language to make sense of what texts say, use topics, themes, and ideas to make sense of what texts mean, build understanding about texts using evidence through discussion, and demonstrate understanding of the language, craft, topics, themes, and ideas of grade-level, complex texts using evidence through writing with appropriate grade-level conventions, spelling, and structure.

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 grade-level academic 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 grade-level academic 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 grade-level academic 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 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 grade-level academic 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 identify strong and weak student writing samples based on grade-level academic 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 oral and written language incorrectly and design and implement instruction based on grade-level academic standards to ensure students accurately and strategically use language conventions (e.g., grammar, usage, and mechanics) in their writing for different audiences and purposes.

The **Literacy Competencies** identify what a teacher candidate must know and be able to do in order to teach reading and literacy effectively in the context of specific certification areas (e.g., middle grades and secondary science or social studies).

For teacher candidates in Birth-K, PK-3, 1-5, 4-8 English, and 6-12 English, revised literacy competencies that align with Louisiana’s academic standards are integrated within the English/Language Arts competencies.

For teacher candidates in all other initial certification areas, the ***following literacy competencies*** must be developed and assessed in integration with the required general and certification area competencies.

- VII.A** The teacher candidate applies knowledge of the theoretical and evidence-based foundations of reading and writing processes as they relate to disciplinary literacy in their instruction.
 - VII.A.1** The teacher candidate explains the research and theory of disciplinary literacy and demonstrates knowledge of how experts in the certification discipline read and write about content.
 - VII.A.2** The teacher candidate identifies and explains the specific disciplinary literacy expectations as described in state academic standards for their certification content area.
 - VII.A.3** The teacher candidate understands the process of identifying and differentiating discipline-specific instructional materials based on the range of literacy needs of adolescent readers.

- VII.B** The teacher candidate applies knowledge of language, reading, and writing development to design or implement an integrated, comprehensive, and balanced curriculum that allows learners to demonstrate understanding of content.
 - VII.B.1** The teacher candidate explains how disciplinary literacy skills are necessary for learning content based on the state academic standards for their certification content area.
 - VII.B.2** The teacher candidate evaluates curriculum and instructional materials to ensure that instructional goals and objectives meet the disciplinary literacy demands of the certification content area.

- VII.C** The teacher candidate uses appropriate and varied instructional approaches to build all learners’ ability to (1) understand and use vocabulary specific to the certification content area, (2) know how experts in the certification content area read and write about content, and (3) gain and express understanding of content by exploring key questions through grade-level print, digital, visual, and oral discipline-specific texts.
 - VII.C.1** The teacher candidate selects, assesses the accuracy and credibility of, and incorporates a range and volume of print, digital, visual, and oral discipline-specific texts (e.g., primary and secondary sources in social studies or current research, informational journals, and experimental data and results in science) as instructional tools.
 - VII.C.2** The teacher candidate selects, differentiates, and implements instructional approaches based on disciplinary literacy skills and student needs that support students in learning content.
 - VII.C.3** The teacher candidate implements and evaluates instruction in the certification content area based on how well learners are able to understand and use discipline-specific vocabulary; gain knowledge and understanding of content through grade-level, discipline-specific texts; express their knowledge and understanding through speaking and writing, and demonstrate critical thinking.

VII.C.4 The teacher candidate adapts instructional approaches and materials as needed to meet the language-proficiency needs of English learners.

VII.D The teacher candidate uses appropriate and varied instructional approaches to develop and assess students' ability to understand and explain content, including making connections between ideas; assessing credibility and accuracy of sources; comparing and contrasting ideas or approaches; using evidence to build an argument; proving or disproving ideas using evidence; evaluating the argument, ideas, or approaches of others.

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