Competencies for Elementary K-6 Teachers: English/Language Arts													
Course	**Reading – Foundational Skills**		**Reading - Literature**					**Reading – Informational Text**					
	1.1	1.2	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	3.5	3.6
READ 2023 Introduction to Teaching Reading	X	X				X							
EDUC 4013 Teaching Literacy	X	X	X	X	X	X	X	X	X	X	X	X	X
READ 4023 Disciplinary Literacy								X	X	X			

Competencies for Elementary K-6 Teachers: English/Language Arts																
Course	**Writing**										**Speaking and Listening**		**Language (Grammar)**			
	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	4.10	5.1	5.2	6.1	6.2	6.3	6.4	6.5
READ 2023 Introduction to Teaching Reading			X								X		X				X
EDUC 4013 Teaching Literacy		X		X	X	X							X				X
READ 4023 Disciplinary Literacy										X							
ENGL 1013 Composition I	X							X	X	X				X	X	X	X
ENGL 1023 Composition II	X							X	X	X				X	X	X	X
EDUC 2233 Instructional Technology							X				X	X					
COMM 1023 Public Speaking											X	X					

ACEI = Association for Childhood Education International
ATS (InTASC) = Arkansas Teaching Standards (Interstate Teacher Assessment and Support Consortium)
CCSS-ELA = Common Core State Standards – English/Language Arts
Praxis II (5032) = Praxis II Elementary Education: Reading and Language Arts Subtest

Course	Disciplinary Literacy															
	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9	7.10	7.11	7.12	7.13	7.14	7.15	7.16
READ 4023 Disciplinary Literacy	X	X	X	X	X	X	X	X	X	X	X	X				X
EDUC 4013 Teaching Social Studies		X	X	X												
SCED 3023 Scientific Concepts					X	X	X	X								
ENGL 1013 Composition I									X	X	X	X	X		X	X
ENGL 1023 Composition II									X	X	X	X	X		X	X
EDUC 2233 Instructional Technology														X		

Competencies for Elementary K-6 Teachers:
English/Language Arts (continued)

ACEI = Association for Childhood Education International
ATS (InTASC) = Arkansas Teaching Standards (Interstate Teacher Assessment and Support Consortium)
CCSS-ELA = Common Core State Standards – English/Language Arts
Praxis II (5032) = Praxis II Elementary Education: Reading and Language Arts Subtest

ACEI = Association for Childhood Education International
ATS (InTASC) = Arkansas Teaching Standards (Interstate Teacher Assessment and Support Consortium)
CCSS-ELA = Common Core State Standards – English/Language Arts
Praxis II (5032) = Praxis II Elementary Education: Reading and Language Arts Subtest

In addition the Arkansas Teaching Standards, the Elementary Education K-6 teacher shall demonstrate knowledge and/or competencies in the following English/Language Arts areas:

1. Reading - Foundational Skills
 	
ACEI: 2.1
 	
ATS (InTASC): Standard 4
 	
CCSS-ELA: RF.K-5.1-4
 	
Praxis II (5032): IA1, IA2, IA3
 	
NCTE-IRA: 3
	1.1 Demonstrate understanding of how students learn to read and how explicit and systematic instruction in each of these areas produces successful readers
	
	• Print Concepts
	  o Demonstrating understanding of the organization and basic features of print
	• Phonological Awareness
	  o Demonstrating understanding of spoken words, syllables, and sounds (phonemes)
	• Phonics and Word Recognition
	  o Knowing and applying grade-level phonics and word analysis skills in decoding words
	• Fluency
	  o Reading with sufficient accuracy and fluency to support comprehension
	
	1.2 Identify the differentiated needs of K-6 readers and strategically address them

2. **Reading - Literature** (defined as stories, drama and poetry) ACEI: 2.1 ATS (InTASC): Standard 4 CCSS-ELA: RL.K-5.1-10; RL.6.1-10 Praxis II (5032): IA1, IA2, IB1, IB2, IB3, IB4, IIA3, IIC3 NCTE-IRA: 1, 2, 3, 9, 11	2.1 Has a broad knowledge of developmentally appropriate literary texts across genres, cultures, and centuries 2.2 Selects developmentally appropriate literary texts, using all measures of text complexity: qualitative, quantitative, and reader and task 2.3 Reads literary texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by • Developing text-based questions to elicit both a literal and inferential understanding of texts that is accurately supported by textual evidence • Analyzing a text to understand how the overall structure contributes to the development of the individual literary elements such as plot, setting, characters, theme, point of view • Analyzing the relationships among the elements of a text to understand how one impacts the others and contributes to the overall theme • Retelling/recounting, paraphrasing, and summarizing texts and differentiating the characteristics of these skills • Determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyzing the impact of specific word choice on meaning and tone 2.4 Compares and contrasts the experience of reading a literary text to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text as to what is perceived when listening or watching 2.5 Compares and contrasts multiple literary texts with similar themes or topics across genres, cultures, and centuries

3. Reading - Informational Text   3.1 Has a broad knowledge of developmentally appropriate informational texts across genres, cultures, and centuries

ACEI = Association for Childhood Education International
ATS (InTASC) = Arkansas Teaching Standards (Interstate Teacher Assessment and Support Consortium)
CCSS-ELA = Common Core State Standards – English/Language Arts
Praxis II (5032) = Praxis II Elementary Education: Reading and Language Arts Subtest

ACEI: 2.1 ATS (InTASC): Standard 4 CCSS-ELA: RI.K-5.1-10; RI.6.1-10; RH.6-8.1-10; RST.6-8.1-10 -Praxis II (5032): IA1, IA2, IB1, IB2, IB3, IB4, IIA3, IIC3 NCTE-IRA: 1, 3, 4, 9, 11	3.2 Selects developmentally appropriate informational texts, using all measures of text complexity: qualitative, quantitative, and reader and task 3.3 Reads informational texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by • Developing text-based questions to elicit both a literal and inferential understanding of a text that is accurately supported by textual evidence • Analyzing a text to understand how the overall structure contributes to the central idea as well as how a particular sentence, paragraph, chapter, or section fits into the overall structure of the text and contributes to the development of ideas • Analyzing in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text • Retelling/recounting, paraphrasing, and summarizing a text and differentiating the characteristics of these skills • Distinguishing between an objective summary from personal opinions or judgments about a text • Determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings • Identifying the author's point of view or purpose in a text and explaining how it is conveyed 3.4 Integrates information presented in different media or formats (e.g., visually or quantitatively) as well as in words to develop a coherent understanding of a topic or issue 3.5 Traces and evaluates the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not supported 3.6 Compares and contrasts one author's presentation of events with that of another
4. Writing ACEI: 2.1, 3.5 ATS (InTASC): Standard 4 CCSS-ELA: W.K-5.1-10; W.6.1-10; WHST.6-8.1-10 Praxis II (5032): IIB1, IIB2, IIB3, IIB4, NCTE-IRA: 4, 5, 7, 8, 11	4.1 Knows the learning progression from writing unsubstantiated personal opinions to writing arguments that support claims using clear reasons and relevant textual evidence and demonstrated by producing grade-level appropriate opinion and/or argumentative texts to serve as models 4.2 Knows the learning progression from writing a simple text about a topic to writing an informative/ explanatory text that examines a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content and evidence as demonstrated by producing grade-level appropriate informative/explanatory texts to serve as models 4.3 Knows the learning progression from writing about single event or several loosely linked events to writing narratives that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences and demonstrated by producing grade-level appropriate narrative texts to serve as models 4.4 Demonstrates how to produce clear and coherent writing

ACEI = Association for Childhood Education International
ATS (InTASC) = Arkansas Teaching Standards (Interstate Teacher Assessment and Support Consortium)
CCSS-ELA = Common Core State Standards – English/Language Arts
Praxis II (5032) = Praxis II Elementary Education: Reading and Language Arts Subtest

	through multiple drafts in which the development, organization, and style are appropriate to task, purpose, and audience
	4.5 Demonstrates an understanding and skilled use of the recursive writing process (planning, revising, editing, rewriting, or trying a new approach) by modeling revision and editing according to the grade-level expectations of the State-adopted ELA/literacy standards
	4.6 Demonstrates the stages of early orthographic development (e.g. drawing pictures, scribbling, letter-sound correspondence in word writing)
	4.7 Demonstrates the grade-level expectations for using technology by • Using the Internet to produce and publish writing as well as to interact and collaborate with others more specifically • Knowing appropriate grade-level expectations for keyboarding skills
	4.8 Knows the learning progression from conducting simple short research projects to engaging in complex short research projects focused on answering a question, drawing on several sources, and refocusing the inquiry when appropriate and by • Knowing how to develop and refine a research question • Gathering relevant information from multiple print and digital sources • Assessing the credibility of each source • Quoting or paraphrasing the data and conclusions of others • Avoiding plagiarism by providing basic bibliographic information for sources • Demonstrating multiple strategies for taking notes, as well as organizing , paraphrasing, and summarizing information from sources
	4.9 Draws evidence from literary or informational texts to support analysis, reflection, and research
	4.10 Understands the importance of writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

5. Speaking and Listening	5.1 Understands that comprehension and collaboration are key to effective speaking and listening in the classroom as demonstrated by

ACEI 2.1
 	
ATS (InTASC): 2a, 2c, 2d, 2e, 2o, 3f, 3l, 3q, 3r, 4h, 5e, 5m, 5n, 5s, 6, 7, 8h, 8i, 8m, 8q, 9
 	
CCSS-ELA: SL.K-5.1-6; SL.6.1-6
 	
Praxis II (5032): IIC1, IIC2, IIC3
 	
NCTE-IRA: 3, 4, 11, 12
	• Engaging students effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly
	
	• Demonstrating an understanding of a text read aloud or information presented orally or through other diverse media and formats by
	
	   o Determining how the information contributes to the topic, text, or issue of a text
	
	   o Confirming students' understanding of a text by selecting grade-appropriate skills (asking and answering questions, recounting key details, determining main ideas and key details, paraphrasing portions of the text, summarizing the text, and interpreting information)
	
	• Determining what a speaker says about a topic or issue by
	
	   o Asking and answering questions to clarify comprehension, gather information, summarize the speaker's points, and deepen understanding
	
	   o Delineating the speaker's argument and claims, distinguishing claims that are supported by reasons and evidence from claims that are not supported
	
	• Asking and answering questions about what a speaker says, identifying the reasons and evidence, explaining how each claim is supported by reasons and evidence, and summarizing a speaker's points in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

	5.2 Understands the qualities and a variety of effective strategies for presenting knowledge and ideas by • Sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; using appropriate eye contact, adequate volume, and clear pronunciation • Including multimedia components and visual displays in presentations to clarify information • Adapting speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate
6. Language (Grammar) ACEI 2.1 ATS (InTASC): Standard 4 CCSS-ELA: L.K-5.1-6; L.6.1-6 Praxis II (5032): IA2, IB4, IIA1, IIA2, IIA3 NCTE-IRA 3, 6	6.1 Understands that language knowledge, skills, and understanding are acquired through listening, reading, and explicit instruction and demonstrated through speaking and writing by 6.2 Demonstrates an understanding of the rules of Standard English, including grammar, usage, & syntax 6.3 Models the conventions of Standard English for students by • Demonstrating command of the conventions of standard English grammar and usage when writing or speaking • Demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when

ACEI = Association for Childhood Education International
ATS (InTASC) = Arkansas Teaching Standards (Interstate Teacher Assessment and Support Consortium)
CCSS-ELA = Common Core State Standards – English/Language Arts
Praxis II (5032) = Praxis II Elementary Education: Reading and Language Arts Subtest

<table>
<tr>
<td></td>
<td>

writing

6.4 Demonstrates a knowledge of language by

- Applying knowledge of language and its conventions when writing, speaking, reading, or listening by
  - Varying sentence patterns for meaning, reader/listener interest, and style
  - Maintaining consistency in style and tone

6.5 Models vocabulary acquisition and use by

- Determining or clarifying the meaning of unknown and multiple-meaning words and phrases using grade-level appropriate strategies such as
  - Using context clues
  - Using Greek or Latin affixes and roots as clues
  - Consulting reference materials
  - Checking the inferred meaning in context or in a dictionary
- Demonstrating an understanding of figurative language, word relationships, and nuances in word meanings by
  - Interpreting figures of speech
  - Analyzing the relationship between particular words
  - Distinguishing among the connotations of words with similar denotations
- Acquiring and using accurately grade –appropriate general academic and domain-specific words and phrases by
  - Modeling how to gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

</td>
</tr>
<tr>
<td>

7. Disciplinary Literacy*

ATS (InTASC): Standard 4

ACEI: 2.1

CCSS-ELA: RI.K-5.1-10; RH.6.1-10; RST.6.1-10; W.K-6.1-10; WHST.6.1-10

Praxis II (5032): IB2, IB4, IIB3, IIB4

NCTE-IRA: 1, 3, 4, 5, 6, 7, 8, 9, 11, 12

</td>
<td>

<u>Reading Competencies for Grades K-6</u>

7.1 Reading informational texts across the disciplines closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by:

- Quoting accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- Determining two or more main ideas of a text and explaining how they are supported by key details; summarizing the text
- Explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text
- Determining the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area
- Comparing and contrasting the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts

</td>
</tr>
</table>

ACEI = Association for Childhood Education International
ATS (InTASC) = Arkansas Teaching Standards (Interstate Teacher Assessment and Support Consortium)
CCSS-ELA = Common Core State Standards – English/Language Arts
Praxis II (5032) = Praxis II Elementary Education: Reading and Language Arts Subtest

- Analyzing multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- Interpreting information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explaining how the information contributes to an understanding of the text in which it appears
- Drawing on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently
- Explaining how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
- Integrating information from several texts on the same topic in order to write or speak about the subject knowledgeably

Reading in History/Social Studies, Grade 6

7.2 Acquiring a broad knowledge of developmentally appropriate historical and other social studies texts across genres, cultures, and centuries

7.3 Selecting developmentally appropriate historical and other social studies texts, using all measures of text complexity: qualitative, quantitative, and reader and task

7.4 Reading historical and other social studies texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts

- Citing specific textual evidence to support analysis of primary and secondary sources
- Determining the central ideas or information of a primary or secondary source
  - Providing an accurate summary of the source distinct from prior knowledge or opinions
- Identifying key steps in a text's description of a process related to history/social studies
- Determining the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
- Describing how a text presents information (e.g., sequentially, comparatively, causally).
- Identifying aspects of a text that reveals an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- Integrating visual information with other information in print and digital texts
- Distinguishing among fact, opinion, and reasoned judgment in a text
- Analyzing the relationship between a primary and

ACEI = Association for Childhood Education International
ATS (InTASC) = Arkansas Teaching Standards (Interstate Teacher Assessment and Support Consortium)
CCSS-ELA = Common Core State Standards – English/Language Arts
Praxis II (5032) = Praxis II Elementary Education: Reading and Language Arts Subtest

secondary source on the same topic

Reading in Science and Technical Subjects, Grade 6

7.5 Acquiring a broad knowledge of developmentally appropriate scientific and technical texts across genres, cultures, and centuries

7.6 Selecting developmentally appropriate scientific and technical texts, using all measures of text complexity: qualitative, quantitative, and reader and task

7.7 Reading scientific and technical texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts

- Citing specific textual evidence to support analysis of science and technical texts
- Determining the central ideas or conclusions of a text
  o Providing an a accurate summary of the text distinct from prior knowledge or opinions
- Following precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks
- Determining the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context
- Analyzing the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic
- Analyzing the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text
- Integrating quantitative or technical information expressed in words in a text with a version of that information expressed visually
- Distinguishing among facts, reasoned judgment based on research findings, and speculation in a text

7.8 Comparing and contrasting the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic

Writing in History/Social Studies, Science, and Technical Subjects, Grades K-6

7.9 Writing opinion pieces on topics or texts, supporting a point of view with reasons and information

- Introducing a topic or text clearly, stating an opinion, and creating and organizational structure in which ideas are logically grouped to support the writer's purpose
- Providing logically ordered reasons that are supported by facts and details
- Linking opinion and reasons using words, phrases, and clauses

ACEI = Association for Childhood Education International
ATS (InTASC) = Arkansas Teaching Standards (Interstate Teacher Assessment and Support Consortium)
CCSS-ELA = Common Core State Standards – English/Language Arts
Praxis II (5032) = Praxis II Elementary Education: Reading and Language Arts Subtest

- Providing a concluding statement or section related to the opinion presented

7.10 Writing arguments focused on discipline-specific content

- Introducing claim(s) about a topic or issue, acknowledging and distinguishing the claim(s) from alternate or opposing claims, and organizing the reasons and evidence logically
- Supporting claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources
- Using words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence
- Establishing and maintaining a formal style
- Providing a concluding statement or section that follows from and supports the argument presented

7.11 Writing informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes

- Introducing a topic clearly, previewing what is to follow
  o Organizing ideas, concepts, and information into broader categories as appropriate to achieving purpose
  o Including formatting, graphics, and multimedia when useful to aiding comprehension
- Developing the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
- Using appropriate and varied transitions to create cohesion and clarifying the relationships among ideas and concepts
- Using precise language and domain-specific vocabulary to inform about or explain the topic
- Establishing and maintaining a formal style and objective tone
- Providing a concluding statement or section that follows from and supports the information or explanation presented

7.12 Incorporating narrative elements effectively into arguments and informative/explanatory texts.

- Incorporating narrative accounts into analyses of individuals or events of historical import
- Writing precise enough descriptions of the step-by-step procedures used in scientific investigations or technical work that others can replicate them and (possibly) reach the same results

7.13 Producing and distributing writing

- Producing clear and coherent writing in which the

	development, organization, and style are appropriate to task, purpose, and audience
	• Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
	• Demonstrating a command of Standard grammar and conventions
	
	7.14 Demonstrating the grade-level expectations for using technology
	• Using the Internet to produce and publish writing as well as to collaborate with others
	• Presenting the relationships between information and ideas clearly and efficiently
	
	7.15 Researching to build and present knowledge
	• Conducting short research projects to answer a question (including a self-generated question)
	  o Drawing on several sources
	  o Generating additional related, focused questions that allow for multiple avenues of exploration
	• Gathering relevant information from multiple print and digital sources
	  o Using search terms effectively
	  o Assessing the credibility and accuracy of each source
	  o Quoting or paraphrasing the data and conclusions of others
	  o Avoiding plagiarism
	  o Following a standard format for citation
	
	7.16 Drawing evidence from informational texts to support analysis, reflection, and research

*Notes regarding Disciplinary Literacy Competencies for K-6 and 4-8

The Disciplinary Literacy Competencies for grades K-8 overlap such that there is no distinction between the requirements for the K-6 and 4-8 licenses. Reference the Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects K-5 and the Standards for Literacy in History Social Studies, Science, and Technical Subjects 6-12

Based on the CCSS, the Disciplinary Literacy Competencies for K-5 address all content areas across the Reading Informational and Writing strands. The competencies for grades 6-8 are presented in one grade band that is divided as follows: Reading in History/Social Studies, Reading in Science and Technical Subjects, and Writing in History/Social Studies, Science, and Technical Subjects.

ACEI = Association for Childhood Education International
ATS (InTASC) = Arkansas Teaching Standards (Interstate Teacher Assessment and Support Consortium)
CCSS-ELA = Common Core State Standards – English/Language Arts
Praxis II (5032) = Praxis II Elementary Education: Reading and Language Arts Subtest