STANDARD 2: CURRICULUM Standard 2.1 Reading, Writing and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.

Elements of Standard	Beginning – 1	Progressing – 2	Proficient – 3	Exceeds Expectations - 4
Candidate demonstrates knowledge of language development and reading acquisition and the variations related to diverse populations when planning lessons.	Evidence shows that: Candidate does not apply the broad range of theory and research related to reading acquisition to explain the reading process and do not identify the impact on reading instruction. Candidate is unable to explain the basic principles and practices of emergent literacy, including the development of oral language and its relationship to the developmental process of reading acquisition. Candidate is unable to provide a basic explanation of the impact of cultural and linguistic diversity on language development and reading acquisition, and the implications for reading instruction.	Evidence shows that: Candidate is able to apply a limited range of theory and research related to reading acquisition to explain the reading process and cite limited impacts on reading instruction. Candidate is able to offer limited explanations of the principles and practices of emergent literacy, including the development of oral language and its relationship to the developmental process of reading acquisition. Candidate is able to provide a limited explanation of the impact of cultural and linguistic diversity on language development and reading acquisition, and the implications for reading instruction.	Evidence shows that: Candidate is able to apply the broad range of theory and research related to reading acquisition to explain the reading process and cite some impacts on reading instruction. Candidate is able to explain the principles and practices of emergent literacy, including the development of oral language and its relationship to the developmental process of reading acquisition. Candidate is able to provide an explanation of the impact of cultural and linguistic diversity on language development and reading acquisition, and basic implications for reading instruction.	Evidence shows that: Candidate is comprehensively able to apply the broad range of theory and research related to reading acquisition to explain the reading process and cite multiple impacts on reading instruction. Candidate is comprehensively able to explain the principles and practices of emergent literacy, including the development of oral language and its relationship to the developmental process of reading acquisition. Candidate is comprehensively able to explain the impact of cultural and linguistic diversity on language development and reading acquisition, and multiple implications for reading Instruction.

Elements of Standard	Beginning – 1	Progressing – 2	Proficient – 3	Exceeds Expectations - 4
	Candidate is unaware of the research on at-risk learners and its impact on language development and reading acquisition.	Candidate is able to offer limited explanations of the research on at-risk learners and its impact on language development and reading acquisition.	Candidate is able to explain the research on at-risk learners and its impact on language development and reading acquisition.	Candidate comprehensively explains the research on at-risk learners and its impact on language development and reading acquisition.
Candidate incorporates the teaching of multiple strategies to help readers recognize words in print when planning lessons.	Evidence shows that: Candidate is unable to apply theory and research, particularly phoneme awareness, syntax, semantics, phonics, fluency, and meaning-based strategies, to help readers recognize words in print. Candidate is unable to identify and explain the impact of this theory and research on reading instruction. Candidate is unable to explain the fundamental principles and practices of emergent literacy when teaching word recognition in print.	Evidence shows that: Candidate is able to apply limited theory and research, particularly phoneme awareness, syntax, semantics, phonics, fluency, and meaning-based strategies, to help readers recognize words in print. Candidate is able to identify and give limited explanations of the impact of this theory and research on reading instruction. Candidate is able to offer a limited explanation of the fundamental principles and practices of emergent literacy when teaching word recognition in print.	Evidence shows that: Candidate is able to apply theory and research, particularly phoneme awareness, syntax, semantics, phonics, fluency, and meaning-based strategies, to help readers recognize words in print. Candidate is able to identify and explain the impact of this theory and research on reading instruction. Candidate is able to explain the fundamental principles and practices of emergent literacy when teaching word recognition in print.	Evidence shows that: Candidate is able to comprehensively apply theory and research, particularly phoneme awareness, syntax, semantics, phonics, fluency, and meaning-based strategies, to help readers recognize words in print. Candidate is able to comprehensively identify and explain the impact of this theory and research on reading instruction. Candidate is comprehensively able to explain the fundamental principles and practices of emergent literacy when teaching word recognition in print.
Candidate demonstrates knowledge of strategies readers use to construct	Evidence shows that: Candidates do not apply theory	Evidence shows that: Candidate is able to apply	Evidence shows that: Candidates are able to apply	Evidence shows that: Candidates are comprehensively

Elements of Standard	Beginning – 1	Progressing – 2	Proficient – 3	Exceeds Expectations - 4
meaning from print and to monitor their comprehension when planning lessons.	and research related to comprehension strategies and comprehension monitoring to explain them.

Candidate is unable to explain the impact of cultural and linguistic diversity on language development and reading acquisition, and the implications for reading instruction.

Candidate is unable to explain the basic principles and practices of vocabulary development; fluency; comprehension strategy instruction; and comprehension monitoring.

Candidate is unable to plan lessons that demonstrate the use and teaching of comprehension strategies and comprehension monitoring. | limited theory and research related to comprehension strategies and comprehension monitoring.

Candidate is able to identify and give limited explanations of the impact of this theory and research on reading instruction.

Candidate is able to offer limited explanation of the principles and practices of vocabulary development; fluency; comprehension strategy instruction; and comprehension monitoring.

Candidate is able to plan lessons that demonstrate limited use and teaching of comprehension strategies and comprehension monitoring and integrate them with the teaching of the components of reading. | theory and research related to comprehension strategies and comprehension monitoring.

Candidate is able to explain the impact of cultural and linguistic diversity on language development and reading acquisition, and the implications for reading instruction.

Candidate is able to explain the principles and practices of vocabulary development; fluency; comprehension strategy instruction; and comprehension monitoring.

Candidate is able to plan lessons that demonstrate the use and teaching of comprehension strategies and comprehension monitoring and integrate them with the teaching of the components of reading. | able to apply theory and research related to comprehension strategies and comprehension monitoring.

Candidate is able to comprehensively explain the impact of cultural and linguistic diversity on language development and reading acquisition, and the implications for reading instruction.

Candidate is comprehensively able to explain the principles and practices of vocabulary development; fluency; comprehension strategy instruction; and comprehension monitoring.

Candidate is comprehensively able to plan lessons that demonstrate the use and teaching of comprehension strategies and comprehension monitoring and integrate them with the teaching of the components of reading. |
| Candidate incorporates the teaching of conventions of language needed to compose oral and written texts for a range of purposes and audiences when | Evidence shows that:

Candidate is unable to identify and explain the basic conventions of language needed to compose oral and | Evidence shows that:

Candidate is able to identify and offer limited explanations of the basic conventions of language needed to | Evidence shows that:

Candidate is able to identify and explain the basic conventions of language needed to compose oral and | Evidence shows that:

Candidate is comprehensively able to identify and explain the basic conventions of language needed to compose and |

Elements of Standard	Beginning – 1	Progressing – 2	Proficient – 3	Exceeds Expectations - 4
planning lessons.	written tests for a range of purposes and audiences. Candidate overemphasizes or ignores the mechanical conventions of language such as spelling, usage and punctuation. Candidate is unable to plan lessons that teach the conventions of language needed to comprehend or compose oral and written texts for a range of purposes and audiences.	compose oral and written texts for a range of purposes and audiences. Candidate is able to plan for a partial integration of mechanical conventions of language and the more meaning-based conventions. Candidate is able to plan lessons that teach the conventions of language needed to comprehend oral and written texts for a range of purposes and audiences.	written texts for a range of purposes and audiences. Candidate is able to strike a balance between the mechanical conventions of language and the more meaning-based conventions. Candidate is able to plan lessons that teach the conventions of language needed to comprehend and compose oral and written texts for a range of purposes and audiences.	comprehend oral and written texts citing the importance of these conventions to understanding. Candidate strikes a completely appropriate balance between the mechanical conventions of language and the more meaning-based conventions. Candidate is able to plan lessons that creatively teach the conventions of language needed to comprehend and compose oral and written texts for a range of purposes and audiences.
Candidate demonstrates skill in selecting books, electronic-based information sources, and locally created materials that create a high quality literate environment for the classroom when planning lessons.	Evidence shows that: Candidate is not successful in applying theory and research related to the literacy environment to plan lessons that create opportunities for learners to: • Engage with and converse around high quality literature. • Engage in inquiry using high quality informational texts including access to electronic sources.	Evidence shows that: Candidate has limited success in applying theory and research related to the literacy environment to plan lessons that create opportunities for learners to: • Engage with and converse around high quality literature. • Engage in inquiry using high quality informational texts including access to electronic sources.	Evidence shows that: Candidate is able to apply theory and research related to the literacy environment to create opportunities to plan lessons for learners to: • Engage with and converse around high quality literature. • Engage in inquiry using high quality informational texts including access to electronic sources.	Evidence shows that: Candidate is highly successful in applying theory and research related to the literacy environment to plan lessons that create opportunities for learners to: • Engage with and converse around high quality literature. • Engage in inquiry using high quality informational texts including access to electronic sources.

Elements of Standard	Beginning – 1	Progressing – 2	Proficient – 3	Exceeds Expectations - 4
	• Engage with high quality texts that are accessible and provide support for the development of decoding, fluency and comprehension strategies. • Produce texts (e.g., charts, graphs, journals, books, electronic texts) that reflect and support their learning and expand their expressive abilities.	• Engage with high quality texts that are accessible and provide support for the development of decoding, fluency, and comprehension strategies. • Produce texts (e.g., charts, graphs, journals, books, electronic texts) that reflect and support their learning and expand their expressive abilities.	• Engage with high quality texts that are accessible and provide support for the development of decoding, fluency and comprehension strategies. • Produce texts (e.g., charts, graphs, journals, books, electronic texts) that reflect and support their learning and expand their expressive abilities.	• Engage with high quality texts that are accessible and provide support for the development of decoding, fluency and comprehension strategies. • Produce texts (e.g., charts, graphs, journals, books, electronic texts) that reflect and support their learning and expand their expressive abilities.
Candidate demonstrates knowledge and skill in planning lessons that motivate students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment, and insight into the human experience.	Evidence shows that: Candidate is not successful in applying theory and research related to the role of intrinsic motivation in the development of engaged literacy learners. Candidate is not successful in applying theory and research related to literacy motivation to create spaces and opportunities in the classroom for learners to:	Evidence shows that: Candidate has limited success in applying theory and research related to the role of intrinsic motivation in the development of engaged literacy learners. Candidate has limited success applying theory and research related to literacy motivation to create spaces and opportunities for learners to:	Evidence shows that: Candidate is able to apply theory and research related to the role of intrinsic motivation in the development of engaged literacy learners. Candidate is able to apply theory and research related to literacy motivation to create spaces and opportunities in the classroom for learners to:	Evidence shows that: Candidate is highly successful in applying theory and research related to the role of intrinsic motivation in the development of engaged literacy learners. Candidates are highly successful in applying theory and research related to literacy motivation to create spaces and opportunities in the classroom for learners to:

Elements of Standard	Beginning – 1	Progressing – 2	Proficient – 3	Exceeds Expectations - 4
	• Engage in tasks that permit the construction of personal meaning; • Make significant choices in shaping their own curriculum; • Perform tasks that are at an appropriate challenge level; • Control significant elements of their reading and writing work; • Participate fully in tasks that require collaborative effort; • Succeed in tasks with consequences that promote a sense of self-efficacy.	• Engage in tasks that permit the construction of personal meaning; • Make significant choices in shaping their own curriculum; • Perform tasks that are at an appropriate challenge level; • Control significant elements of their reading and writing work; • Participate fully in tasks that require collaborative effort; • Succeed in tasks with consequences that promote a sense of self-efficacy.	• Engage in tasks that permit the construction of personal meaning; • Make significant choices in shaping their own curriculum; • Perform tasks that are at an appropriate challenge level; • Control significant elements of their reading and writing work; • Participate fully in tasks that require collaborative effort; • Succeed in tasks with consequences that promote a sense of self-efficacy.	• Engage in tasks that permit the construction of personal meaning; • Make significant choices in shaping their own curriculum. • Perform tasks that are at an appropriate challenge level; • Control significant elements of their reading and writing work; • Participate fully in tasks that require collaborative effort; • Succeed in tasks with consequences that promote a sense of self-efficacy.
Candidate demonstrates knowledge of ways to promote a critical stance toward the analysis and interpretation of texts that	Evidence shows that: Candidate is unable to explain theory and research	Evidence shows that: Candidate is able to offer limited explanations of theory and research related to	Evidence shows that: Candidate is able to explain theory and research related	Evidence shows that: Candidate is able to provide a thorough explanation of theory

Elements of Standard	Beginning – 1	Progressing – 2	Proficient – 3	Exceeds Expectations - 4
encourages multiple perspectives when planning lessons.	related to promoting a critical stance toward text analysis and interpretation, encouraging multiple perspectives. Candidate is unable to demonstrate the use of instructional strategies that promote a critical stance toward text analysis and interpretation, encouraging multiple perspectives. Candidate is unable to provide evidence of student performance showing a critical stance toward text analysis and interpretation, encouraging multiple perspectives.	promoting a critical stance toward text analysis and interpretation, incorporating multiple perspectives. Candidate is able to demonstrate the limited use of instructional strategies that promote a critical stance toward text analysis and interpretation, encouraging multiple perspectives. Candidate is able to provide limited evidence of student performance showing a critical stance toward text analysis and interpretation, incorporating multiple perspectives.	to promoting a critical stance toward text analysis and interpretation, encouraging multiple perspectives. Candidate is able to demonstrate the use of instructional strategies that promote a critical stance toward text analysis and interpretation, encouraging multiple perspectives. Candidate is able to provide adequate evidence of student performance showing a critical stance toward text analysis and interpretation, incorporating multiple perspectives.	and research related to promoting a critical stance toward text analysis and interpretation, encouraging multiple perspectives. Candidate demonstrates proficient use of instructional strategies that promote a critical stance toward text analysis and interpretation, encouraging multiple perspectives. Candidate provides substantial evidence of student performance showing a critical stance toward text analysis and interpretation, incorporating multiple perspectives.