

English Language Arts and Reading (Grades 7–12) Standards

FINAL

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ENGLISH LANGUAGE ARTS AND READING (GRADES 7–12) TEACHER STANDARDS

- Standard I.** Teachers of students in grades 7–12 know how to design and implement instruction that is appropriate for each student, that reflects knowledge of the Texas Essential Knowledge and Skills (TEKS), that integrates all components of the English language arts (i.e., writing, reading, listening/speaking, viewing/representing), and that is based on continuous assessment.
- Standard II.** Teachers of students in grades 7–12 understand the processes of reading and teach students to apply these processes.
- Standard III.** Teachers of students in grades 7–12 understand reading skills and strategies for various types of nonliterary texts and teach students to apply these skills and strategies to enhance their lifelong learning.
- Standard IV.** Teachers of students in grades 7–12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse types of literature and to view literature as a source for exploring and interpreting human experiences.
- Standard V.** Teachers of students in grades 7–12 understand that writing is a recursive, developmental, integrative, and ongoing process and provide students with opportunities to develop competence as writers.
- Standard VI.** Teachers of students in grades 7–12 understand how to write effectively for various audiences and purposes and provide students with opportunities to write in a variety of forms and contexts.
- Standard VII.** Teachers of students in grades 7–12 understand the structure and development of the English language and provide students with opportunities to develop related knowledge and skills in meaningful contexts.
- Standard VIII.** Teachers of students in grades 7–12 understand oral communication and provide students with opportunities to develop listening and speaking skills.
- Standard IX.** Teachers of students in grades 7–12 understand how to interpret, analyze, and produce visual images and messages in various media and provide students with opportunities to develop skills in this area.

Standard I. Teachers of students in grades 7–12 know how to design and implement instruction that is appropriate for each student, that reflects knowledge of the Texas Essential Knowledge and Skills (TEKS), that integrates all components of the English language arts (i.e., writing, reading, listening/speaking, viewing/representing), and that is based on continuous assessment.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades 7–12</i></p> <p>The beginning teacher knows and understands:</p> <p>1.1k strategies for organizing the learning environment to promote student engagement and learning in the language arts, to accommodate student diversity, and to facilitate positive interactions;</p> <p>1.2k stages and processes of first- and second-language acquisition and their impact on learning in the English language arts classroom;</p> <p>1.3k ways in which a first language or dialect differences may affect students’ use of English and strategies for promoting all students’ ability to use standard English;</p> <p>1.4k a variety of instructional strategies for promoting student achievement of specific learning objectives in the Texas Essential Knowledge and Skills (TEKS);</p> <p>1.5k relationships among the language arts and between the language arts and other aspects of students’ lives and learning, and ways to make these relationships apparent to students;</p> <p>1.6k characteristics and uses of various types of informal and formal assessment used in the language arts classroom (e.g., portfolio, performance assessment, discussion with students);</p> <p>1.7k ways to determine students’ current knowledge and skills in all components of the language arts;</p> <p>1.8k the use of information about students’ current knowledge and skills in all components of the language arts when selecting and adapting instruction and materials to address the needs of individual students; and</p>	<p><i>Teachers of Students in Grades 7–12</i></p> <p>The beginning teacher is able to:</p> <p>1.1s use various instructional methods and formats (e.g., cooperative learning, learning centers, peer-assisted learning, flexible grouping, didactic teaching, inquiry learning, literature discussion groups, writer response groups, thematic units) to facilitate all students’ achievement of specific learning objectives in the Texas Essential Knowledge and Skills (TEKS);</p> <p>1.2s promote students’ understanding of the situational nature of language use and the value of knowing and using standard English while fostering pride in their own language background;</p> <p>1.3s elicit and value students’ reactions and responses in the language arts classroom;</p> <p>1.4s use multiple, ongoing assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to plan and adjust instruction and monitor student progress in all curriculum strands;</p> <p>1.5s design lessons that integrate multiple skills and that clarify for students relationships among the language arts and between the language arts and other aspects of students’ lives and learning;</p> <p>1.6s use assessment information to select and modify texts and other instructional materials (e.g., advance organizers, graphic organizers, audio-texts) to address individual student needs; and</p> <p>1.7s teach students to use self-evaluation and self-monitoring to select effective personal learning strategies appropriate to task and purpose.</p>

Standard I. Teachers of students in grades 7–12 know how to design and implement instruction that is appropriate for each student, that reflects knowledge of the Texas Essential Knowledge and Skills (TEKS), that integrates all components of the English language arts (i.e., writing, reading, listening/speaking, viewing/representing), and that is based on continuous assessment.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 7–12 (continued)

1.9k students' use of self-evaluation and self-monitoring to facilitate independent learning.

Standard II. Teachers of students in grades 7–12 understand the processes of reading and teach students to apply these processes.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades 7–12</i></p> <p>The beginning teacher knows and understands:</p> <p>2.1k the continuum of reading skills and expectations for students in grades 7–12, as specified in the Texas Essential Knowledge and Skills (TEKS);</p> <p>2.2k reading as an active process of constructing meaning;</p> <p>2.3k ways in which characteristics of texts (literary and nonliterary) and purposes for reading determine the selection of reading strategies;</p> <p>2.4k strategies for providing students with direct, explicit instruction in selecting and using reading strategies;</p> <p>2.5k the use of word analysis skills (e.g., graphophonics, semantics), word order (i.e., syntax), and context to support word identification and confirm word meaning;</p> <p>2.6k the importance of reading fluency for reading comprehension and strategies for promoting students’ reading fluency;</p> <p>2.7k strategies for enhancing students’ vocabulary;</p> <p>2.8k comprehension strategies to use before reading (e.g., predicting, recalling prior knowledge), during reading (e.g., note taking, mapping, paired reading), and after reading (e.g., retelling, summarizing, responding);</p> <p>2.9k the role of visualization in reading comprehension;</p> <p>2.10k the role of social interaction in reading;</p> <p>2.11k the use of questioning strategies to enhance students’ comprehension of and response to texts;</p>	<p><i>Teachers of Students in Grades 7–12</i></p> <p>The beginning teacher is able to:</p> <p>2.1s use guided and independent reading to promote students’ reading skills;</p> <p>2.2s guide students to make connections between their prior knowledge and texts;</p> <p>2.3s teach students how to apply skills and strategies for reading various types of texts for a variety of purposes;</p> <p>2.4s teach students to analyze word structure (e.g., roots, prefixes, suffixes) to increase comprehension;</p> <p>2.5s teach students to use word order (syntax) and context to support word identification and confirm word meaning;</p> <p>2.6s select and use instructional strategies and materials to enhance students’ reading fluency;</p> <p>2.7s provide students with learning experiences that promote vocabulary building;</p> <p>2.8s foster social interaction (e.g., discussion among students reading at similar or different levels, literature groups) to enhance students’ reading comprehension;</p> <p>2.9s use questioning strategies that challenge students to apply a range of thinking skills to enhance their reading experience;</p> <p>2.10s teach students to use metacognition to enhance reading comprehension;</p> <p>2.11s model and teach literal, inferential, and evaluative comprehension skills;</p> <p>2.12s provide students with reading experiences that acknowledge and respect diversity;</p>

Standard II. Teachers of students in grades 7–12 understand the processes of reading and teach students to apply these processes.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades 7–12 (continued)</i></p> <p>2.12k the use of metacognition in reading comprehension;</p> <p>2.13k levels of reading comprehension (e.g., literal, inferential, evaluative);</p> <p>2.14k ways in which individual differences (e.g., experiential, cultural, linguistic, attitudinal) may affect reading;</p> <p>2.15k strategies for providing reading instruction for all students, including English language learners and students with reading difficulties and/or disabilities;</p> <p>2.16k the relationship between reading and the other language arts (i.e., writing, speaking and listening, viewing and representing) and between reading and other areas of the curriculum;</p> <p>2.17k the use of technology to enhance reading instruction; and</p> <p>2.18k a variety of informal and formal procedures for monitoring and assessing students’ reading and how to use assessment results to design and adjust instruction.</p>	<p><i>Teachers of Students in Grades 7–12 (continued)</i></p> <p>2.13s select and use instructional strategies and materials that address the diversity of student needs;</p> <p>2.14s make connections among reading, the other language arts, and other areas of the curriculum;</p> <p>2.15s guide students to increase knowledge of cultures through reading; and</p> <p>2.16s plan and implement instruction that is based on informal and formal assessment of students’ reading; that addresses students’ strengths, needs, and interests; and that builds on students’ current skills to increase their reading proficiency.</p>

Standard III. Teachers of students in grades 7–12 understand reading skills and strategies for various types of nonliterary texts and teach students to apply these skills and strategies to enhance their lifelong learning.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades 7–12</i></p> <p>The beginning teacher knows and understands:</p> <p>3.1k types of nonliterary texts (e.g., textbooks, newspapers, manuals, electronic texts, memoranda, speeches) and their characteristics;</p> <p>3.2k purposes for reading nonliterary texts (e.g., for information, for pleasure) and reading strategies associated with different purposes;</p> <p>3.3k the importance of monitoring understanding of nonliterary texts and strategies to use when comprehension difficulties arise (e.g., rereading, using other resources, questioning);</p> <p>3.4k skills for comprehending nonliterary texts (e.g., identifying main ideas and supporting details, summarizing, making inferences, drawing conclusions);</p> <p>3.5k types of text organizers (e.g., overviews, headings, tables of contents, graphic features) and their use in locating and categorizing information;</p> <p>3.6k ways to use the structure of a text (e.g., compare/contrast, cause/effect, chronological order) to facilitate comprehension;</p> <p>3.7k ways to interpret information presented in various formats (e.g., maps, graphs);</p> <p>3.8k types of study strategies (e.g., skimming and scanning, note taking, outlining, using study guide questions) and their uses;</p>	<p><i>Teachers of Students in Grades 7–12</i></p> <p>The beginning teacher is able to:</p> <p>3.1s teach students to establish a purpose for reading nonliterary texts and to apply appropriate reading strategies for different purposes;</p> <p>3.2s promote students’ recognition of the importance of monitoring their understanding of nonliterary texts, and teach strategies to use when comprehension difficulties arise;</p> <p>3.3s provide students with opportunities to apply and refine reading comprehension skills (e.g., identifying main ideas and supporting details, summarizing, making inferences, drawing conclusions, analyzing historical and contemporary contexts) when reading various types of nonliterary texts;</p> <p>3.4s use instructional strategies that help students increase their knowledge of specialized vocabulary in nonliterary texts;</p> <p>3.5s teach students to facilitate reading comprehension by creating graphic organizers based on text descriptions and text structures;</p> <p>3.6s promote students’ ability to use knowledge of text structure to facilitate comprehension of nonliterary texts;</p> <p>3.7s teach students how to locate, retrieve, and retain information from a range of texts and technologies and how to interpret information presented in various formats;</p>

Standard III. Teachers of students in grades 7–12 understand reading skills and strategies for various types of nonliterary texts and teach students to apply these skills and strategies to enhance their lifelong learning.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 7–12 (continued)

- 3.9k skills for reading critically to evaluate the credibility and accuracy of information presented in nonliterary texts (e.g., determining a writer’s motivation, recognizing faulty reasoning, analyzing the logic of an argument, evaluating texts for bias and use of common persuasive techniques, analyzing choice of language, determining whether information is accurate and up-to-date);
- 3.10k types and characteristics of primary and secondary sources;
- 3.11k the characteristics and uses of various types of research tools, reference materials, and information sources (e.g., encyclopedia, glossary, specialized dictionary, thesaurus, periodical, book index, database, the Internet);
- 3.12k steps and procedures for engaging in inquiry and research, including generating research questions, locating information sources, evaluating the appropriateness of information sources for varied needs, interpreting and using graphic sources of information, organizing and recording new information (e.g., taking notes, outlining ideas, creating charts), and summarizing and drawing conclusions from information gathered from multiple sources; and
- 3.13k a variety of informal and formal procedures for monitoring and assessing students’ skills and strategies for reading nonliterary texts and how to use assessment results to design and adjust instruction.

Application: What Teachers Can Do

Teachers of Students in Grades 7–12 (continued)

- 3.8s teach students to use study strategies to enhance their understanding of nonliterary texts;
- 3.9s provide learning experiences that promote students’ ability to read critically and evaluate information presented in nonliterary texts;
- 3.10s promote students’ understanding of and ability to use various types of research tools, reference materials, and information sources, including primary and secondary sources;
- 3.11s provide learning experiences that promote students’ ability to apply steps and procedures for engaging in inquiry and research; and
- 3.12s plan and implement instruction that is based on informal and formal assessment of students’ skills and strategies for reading nonliterary texts; that addresses students’ strengths, needs, and interests; and that builds on students’ current skills to increase their reading proficiency.

Standard IV. Teachers of students in grades 7–12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse types of literature and to view literature as a source for exploring and interpreting human experiences.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Students in Grades 7–12</i>	<i>Teachers of Students in Grades 7–12</i>
The beginning teacher knows and understands:	The beginning teacher is able to:
4.1k a substantial body of literature, both classic and contemporary, with emphasis on the rich cultural heritage reflected in American, British, and world literature;	4.1s draw from wide reading in American, British, and world literature to facilitate students’ reading and understanding of literature and appreciation of its value;
4.2k major literary movements in American, British, and world literature, including their characteristics, the historical contexts from which they emerged, major authors and their literary impact, and representative works and their themes;	4.2s engage students in exploring and discovering the personal and societal relevance of literature;
4.3k types of literary genres (e.g., novels, short stories, poetry, drama, nonfiction, media scripts) and their characteristic features;	4.3s promote students’ understanding of relationships among themes in literary works from classic and contemporary times and cultures;
4.4k literary elements and devices associated with various types of literature and ways in which they contribute to an author’s meaning and style;	4.4s analyze how literary elements and devices in texts contribute to meaning, and teach students to recognize and analyze literary elements and devices and to appreciate the writer’s craft;
4.5k various types of responses (e.g., experiential, aesthetic, pragmatic) to literary texts;	4.5s synthesize and evaluate interpretations of literary texts to construct meaning;
4.6k strategies for analyzing and evaluating a variety of literary texts, both classic and contemporary; and	4.6s teach students to formulate, express, and support responses to various types of literary texts; and
4.7k a variety of informal and formal procedures for monitoring and assessing students’ literary responses and how to use assessment results to design and adjust instruction.	4.7s plan and implement instruction that is based on informal and formal assessment of students’ literary analysis; that addresses students’ strengths, needs, and interests; and that builds on students’ current skills to increase their proficiency in literary analysis.

Standard V. Teachers of students in grades 7–12 understand that writing is a recursive, developmental, integrative, and ongoing process and provide students with opportunities to develop competence as writers.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Students in Grades 7–12</i>	<i>Teachers of Students in Grades 7–12</i>
The beginning teacher knows and understands:	The beginning teacher is able to:
<p>5.1k recursive stages in the writing process, including prewriting, drafting, conferencing, revising, editing, and publishing;</p> <p>5.2k the application of writing conventions during refining phases of the writing process, including sentence and paragraph construction, spelling, punctuation, and grammatical expression;</p> <p>5.3k writing as a process that allows students to construct meaning, revise thinking, develop perspective, and acquire new learning;</p> <p>5.4k the use of technology in all phases of the writing process and in various types of writing, including writing for publication and research;</p> <p>5.5k strategies for developing individual voice and style in student writing;</p> <p>5.6k ways in which writing relates to reading, speaking, listening, and complex thinking; and</p> <p>5.7k a variety of informal and formal procedures for monitoring and assessing student writing and how to use assessment results to design and adjust instruction.</p>	<p>5.1s provide students with explicit instruction, meaningful practice opportunities, and effective feedback as they engage in all phases of the writing process;</p> <p>5.2s provide students with explicit instruction in using writing conventions during refining phases of the writing process;</p> <p>5.3s teach students to evaluate their own writing and the writings of others;</p> <p>5.4s structure peer conference opportunities that elicit constructive, specific responses and that promote students’ writing development;</p> <p>5.5s design activities that integrate technology throughout the writing process;</p> <p>5.6s provide learning opportunities for students to develop individual voice and style in their writing;</p> <p>5.7s plan and implement instruction that is based on informal and formal assessment of students’ writing skills; that addresses students’ strengths, needs, and interests; and that builds on students’ current skills to increase their proficiency in writing; and</p> <p>5.8s utilize various forms of assessment to evaluate students’ writing (e.g., performance assessment, portfolios, video presentations).</p>

Standard VI. Teachers of students in grades 7–12 understand how to write effectively for various audiences and purposes and provide students with opportunities to write in a variety of forms and contexts.

<p>Teacher Knowledge: What Teachers Know</p>	<p>Application: What Teachers Can Do</p>
<p><i>Teachers of Students in Grades 7–12</i></p>	<p><i>Teachers of Students in Grades 7–12</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>6.1k strategies for writing in a variety of forms, including narrative, persuasive, personal, informative, descriptive, business, and literary forms;</p>	<p>6.1s provide students with explicit instruction, meaningful practice opportunities, and effective feedback as they create various types of written works;</p>
<p>6.2k the distinguishing features of different types of writing (e.g., reflective essay, autobiographical narrative, editorial, report, memorandum, summary/abstract, résumé, play, short story, poem);</p>	<p>6.2s write effectively for a variety of audiences, purposes, and contexts;</p>
<p>6.3k effective writing strategies for a variety of audiences, purposes, and contexts;</p>	<p>6.3s provide students with professional, student, and personal models of writing;</p>
<p>6.4k different situational contexts in which writing occurs and ways in which a writer’s context and experiences impact writing;</p>	<p>6.4s promote students’ ability to write effectively in a variety of forms (e.g., by organizing ideas to ensure coherence, logical progression, and support; using precise language to communicate ideas clearly and concisely; writing in a voice and style appropriate to audience and purpose);</p>
<p>6.5k the varied interactions within the learning/writing community that impact the writing produced by that community;</p>	<p>6.5s help students apply knowledge of the distinguishing features of various written forms to write effectively in each form;</p>
<p>6.6k ways in which a writer’s purpose helps define appropriate language, writing style, and text organization;</p>	<p>6.6s teach students skills and strategies for using writing as a tool for reflection, exploration, learning, problem solving, and personal growth;</p>
<p>6.7k differences between formal and informal language and the appropriate use of each in writing;</p>	<p>6.7s provide learning experiences that promote students’ ability to use writing for various types of research and during various stages of research;</p>
<p>6.8k the use of literary devices (e.g., suspense, dialogue, figurative language) in literary writing;</p>	<p>6.8s teach students to use acceptable formats for communicating research results and documenting sources;</p>
<p>6.9k the use of writing as a tool for inquiry, research, and learning (e.g., clarifying and remembering information, formulating questions, refining topics, compiling and organizing information from multiple sources, compiling written ideas and representations into reports or other formats);</p>	<p>6.9s provide instruction in academic honesty and integrity as applied to students’ presentation of information from different types of sources (e.g., traditional and nontraditional, print and nonprint, primary and secondary); and</p>

Standard VI. Teachers of students in grades 7–12 understand how to write effectively for various audiences and purposes and provide students with opportunities to write in a variety of forms and contexts.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 7–12 (continued)

- 6.10k ways to use writing to elicit critical and creative thinking through the integration of inquiry, research, and personal reflection;
- 6.11k acceptable formats for communicating research results and documenting sources (e.g., manuals of style such as Modern Language Association [MLA], American Psychological Association [APA], and The Chicago Manual of Style [CMS]); and
- 6.12k a variety of informal and formal procedures for monitoring and assessing student writing and how to use assessment results to design and adjust instruction.

Application: What Teachers Can Do

Teachers of Students in Grades 7–12 (continued)

- 6.10s plan and implement instruction that is based on informal and formal assessment of students' writing skills; that addresses students' strengths, needs, and interests; and that builds on students' current skills to increase their proficiency in writing.

Standard VII. Teachers of students in grades 7–12 understand the structure and development of the English language and provide students with opportunities to develop related knowledge and skills in meaningful contexts.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades 7–12</i></p> <p>The beginning teacher knows and understands:</p> <p>7.1k major historical influences on the ongoing development of the English language (e.g., Anglo-Saxon migrations, Norman Conquest, invention of the printing press, expansion of mass media);</p> <p>7.2k major regional and cultural influences on the ongoing development of the English language (e.g., immigration, dialects, changing technology);</p> <p>7.3k principles of word formation in English, including the use of affixes and roots;</p> <p>7.4k ways to research word origins as an aid to understanding meanings, derivations, and spellings;</p> <p>7.5k relationships among words (e.g., homonyms, synonyms, antonyms) and issues related to word choice (e.g., connotative and denotative meanings, multiple-meaning words, idioms, figurative language);</p> <p>7.6k types of phrases and clauses (e.g., prepositional phrase, verb phrase, dependent and independent clauses, noun clause) and their appropriate use in writing;</p> <p>7.7k types of sentence structures (i.e., simple, compound, complex, compound-complex) and their effective use in writing;</p> <p>7.8k rules and pragmatic applications of grammar, usage, sentence structure, punctuation, and capitalization in standard English;</p> <p>7.9k ways in which purpose, audience, and register affect discourse; and</p>	<p><i>Teachers of Students in Grades 7–12</i></p> <p>The beginning teacher is able to:</p> <p>7.1s provide instruction that enhances students’ knowledge of and ability to use effectively words, phrases, clauses, and sentences in spoken and written discourse;</p> <p>7.2s teach students how to combine sentences and vary the length and the type of sentences they use in their written work;</p> <p>7.3s identify errors in grammar, usage, and sentence structure in written and spoken discourse, and provide instruction to help students learn to identify and correct errors in their own writing and speaking;</p> <p>7.4s use models from literature and from student-generated texts to promote students’ ability to recognize and produce effective writing;</p> <p>7.5s use various types of written and spoken discourse to promote students’ understanding of ways in which purpose, audience, and register affect discourse; and</p> <p>7.6s plan and implement instruction that is based on informal and formal assessment of students’ English language skills; that addresses students’ strengths, needs, and interests; and that builds on students’ current skills to increase their English language proficiency.</p>

Standard VII. Teachers of students in grades 7–12 understand the structure and development of the English language and provide students with opportunities to develop related knowledge and skills in meaningful contexts.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 7–12 (continued)

7.10k a variety of informal and formal procedures for monitoring and assessing students' English language skills and how to use assessment results to design and adjust instruction.

Standard VIII. Teachers of students in grades 7–12 understand oral communication and provide students with opportunities to develop listening and speaking skills.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades 7–12</i></p> <p>The beginning teacher knows and understands:</p> <p>8.1k similarities and differences between oral and written language and how to promote students’ awareness of these similarities and differences;</p> <p>8.2k types of oral messages (e.g., persuasive, informative) and their characteristics;</p> <p>8.3k skills and procedures for preparing, organizing, and delivering different types of oral presentations, including informative and persuasive messages and literary interpretations;</p> <p>8.4k the role of cultural factors in oral communication;</p> <p>8.5k skills for speaking to diverse audiences for various purposes and in a variety of contexts;</p> <p>8.6k skills and strategies for using technology in oral presentations;</p> <p>8.7k skills and strategies for communicating effectively in group discussions and in conversations;</p> <p>8.8k skills for effective listening in various situations (e.g., skills for note taking, for critically evaluating a speaker’s message, for appreciating an oral performance); and</p> <p>8.9k a variety of informal and formal procedures for monitoring and assessing students’ oral language skills and how to use assessment results to design and adjust instruction.</p>	<p><i>Teachers of Students in Grades 7–12</i></p> <p>The beginning teacher is able to:</p> <p>8.1s teach students to apply knowledge of the connections between oral and written language to communicate effectively;</p> <p>8.2s implement instruction that encourages various types of interaction and oral communication among students, including group discussions and individual presentations;</p> <p>8.3s provide students with opportunities to prepare and present informative and persuasive messages and literary interpretations (e.g., telling stories, performing original works, interpreting poems and stories);</p> <p>8.4s provide learning experiences that promote students’ effective oral communication with diverse audiences for various purposes and in a variety of contexts;</p> <p>8.5s provide students with opportunities to learn and apply skills and strategies for communicating effectively in group discussions and conversations;</p> <p>8.6s provide students with opportunities to evaluate the content and effectiveness of their own spoken messages and the messages of peers and others;</p> <p>8.7s provide students with opportunities to engage in active, purposeful listening in a variety of contexts; and</p> <p>8.8s plan and implement instruction that is based on informal and formal assessment of students’ oral language skills; that addresses students’ strengths, needs, and interests; and that builds on students’ current skills to increase their oral language proficiency.</p>

Standard IX. Teachers of students in grades 7–12 understand how to interpret, analyze, and produce visual images and messages in various media and provide students with opportunities to develop skills in this area.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades 7–12</i></p> <p>The beginning teacher knows and understands:</p> <p>9.1k the different types and purposes of media and the historical roots of mass communication;</p> <p>9.2k the influence of the media and the power of visual images;</p> <p>9.3k legal and regulatory issues affecting the media and mass communications (e.g., in relation to libel, copyright, censorship);</p> <p>9.4k skills for interpreting, analyzing, and critiquing visual images, advertising and other media messages, and propaganda;</p> <p>9.5k procedures for producing visual images, messages, and meanings in a variety of formats (e.g., charts, graphs, video, multimedia presentations); and</p> <p>9.6k a variety of informal and formal procedures for monitoring and assessing students’ ability to interpret, analyze, and produce visual images and messages and how to use assessment results to design and adjust instruction.</p>	<p><i>Teachers of Students in Grades 7–12</i></p> <p>The beginning teacher is able to:</p> <p>9.1s provide students with learning opportunities that promote their ability to interpret, analyze, and produce visual images and messages;</p> <p>9.2s teach students to analyze and evaluate messages presented in a variety of media formats (e.g., film, cartoons, documentaries, photos);</p> <p>9.3s provide students with opportunities to explore and respond to various media;</p> <p>9.4s provide students with opportunities to use technology to create media messages (e.g., multimedia presentations, video reports);</p> <p>9.5s guide students to evaluate their own and others’ work; and</p> <p>9.6s plan and implement instruction that is based on informal and formal assessment of students’ skills; that addresses students’ strengths, needs, and interests; and that builds on students’ current skills to increase their proficiency in this area.</p>