

Alignment Between the Indiana REPA Educator Standards for Middle School English Language Arts and state and national student and teacher standards for Middle School English Language Arts

The alignment notations below indicate the content included in state and national standards that is addressed, in whole or in part, by each of the REPA Educator Standards for Middle School English Language Arts.

Standard 1: Foundations of Reading	
Middle school English language arts teachers have a broad and comprehensive understanding of emergent literacy and word-identification skills, fluency, vocabulary development, and reading comprehension.	
Indiana Academic Standards for English/Language Arts (2014)	Reading: Literature Key Ideas and Textual Support: 6.RN.2.1, 7.RN.2.1, 8.RN.2.1 Reading: Nonfiction Key Ideas and Textual Support: 6.RN.2.1-3, 7.RN.2.1, 8.RN.2.1 Structural Elements and Organization: 6.RN.3.1-3, 7.RN.3.1-3, 8.RN.3.1-3 Reading: Vocabulary Learning Outcome: 6.RV.1 Vocabulary Building: 6.RV.2.1-5, 7.RV.2.1-5, 8.RV.2.1-5 Vocabulary in Literature and Nonfiction Texts: 6.RV.3.1-3, 7.RV.3.1-3, 8.RV.3.1-3
NCTE Guidelines for Preparation of Teachers of English Language Arts (2006)	Chapter 4: Content Knowledge for Effective English Language Arts Teachers Language Development: 3-4 Language History and Analysis: 1-3, 5 Reading: 1-5
NCTE/NCATE Program Standards for Initial Preparation of Teachers of Secondary English Language Arts (2012)	Content Pedagogy: Planning Literature and Reading Instruction in ELA III: Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students - Elements 1 and 3.
Standard 2: Reading Informational and Persuasive Texts	
Middle school English language arts teachers have a broad and comprehensive understanding of the analysis and interpretation of informational and persuasive texts.	
Indiana Academic Standards for English/Language Arts (2014)	Reading: Literature Key Ideas and Textual Support: 7.RL.2.1, 8.RL.2.1 Reading: Nonfiction Key Ideas and Textual Support: 7.RN.2.1, 8.RN.2.1 Synthesis and Connection of Ideas: 6.RN.4.1, 7.RN.4.1, 7.RN.4.3, 8.RN.4.1, 8.RN.4.3
NCTE Guidelines for Preparation of Teachers of English Language Arts (2006)	Chapter 4: Content Knowledge for Effective English Language Arts Teachers Literature: 2-6
NCTE/NCATE Program Standards for Initial Preparation of Teachers of Secondary English Language Arts (2012)	Content Pedagogy: Planning Literature and Reading Instruction in ELA III: Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students - Element 3

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Standard 3: Reading Literary Texts	
Middle school English language arts teachers have a broad and comprehensive understanding of the analysis and interpretation of literary texts, such as literary nonfiction, fiction, drama, and poetry.	
Indiana Academic Standards for English/Language Arts (2014)	Reading: Literature Learning Outcome: 6.RL.1 Key Ideas and Textual Support: 6.RL.2.1-3 Structural Elements and Organization: 6.RL.3.1-3 Reading: Nonfiction Learning Outcome: 6.RN.1 Key Ideas and Textual Support: 6.RN.2.1-3 Structural Elements and Organization: 6.RN.3.1-3
NCTE Guidelines for Preparation of Teachers of English Language Arts (2006)	Chapter 4: Content Knowledge for Effective English Language Arts Teachers Literature: 1-6
NCTE/NCATE Program Standards for Initial Preparation of Teachers of Secondary English Language Arts (2012)	Content Pedagogy: Planning Literature and Reading Instruction in ELA III: Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students - Elements 1, 3, and 5
Standard 4: Components of Writing	
Middle school English language arts teachers have a broad and comprehensive understanding of writing conventions, writing process, composition, the research process, and electronic communication.	
Indiana Academic Standards for English/Language Arts (2014)	Writing Learning Outcome: 6.W.1, 7.W.1, 8.W.1 The Writing Process: 6.W.4, 7.W.4, 8.W.4 The Research Process: Finding, Assessing, Synthesizing, and Reporting Information: 6.W.5, 7.W.5, 8.W.5 Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling: 6.W.6.1-2, 7.W.6.1-2, 8.W.6.1-2
NCTE Guidelines for Preparation of Teachers of English Language Arts (2006)	Chapter 4: Content Knowledge for Effective English Language Arts Teachers Language History and Analysis: 4 Written Discourse and Composition: 2, 5-6 Media Discourse and Composition: 1-2
NCTE/NCATE Program Standards for Initial Preparation of Teachers of Secondary English Language Arts (2012)	Content Pedagogy: Planning Literature and Reading Instruction in ELA III: Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students - Elements 1, 2, and 4
Standard 5: Modes of Writing	
Middle school English language arts teachers have a broad and comprehensive understanding of various forms and purposes of writing and strategies for writing in various modes.	
Indiana Academic Standards for English/Language Arts (2014)	Writing Learning Outcome: 6.W.1, 7.W.1, 8.W.1 Writing Genres: Argumentative, Informative, and Narrative: 6.W.3.1-3, 7.W.3.1-3, 8.W.3.1-3

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<p>NCTE Guidelines for Preparation of Teachers of English Language Arts (2006)</p>	<p>Chapter 4: Content Knowledge for Effective English Language Arts Teachers Written Discourse and Composition: 1 and 5</p>
<p>NCTE/NCATE Program Standards for Initial Preparation of Teachers of Secondary English Language Arts (2012)</p>	<p>Content Pedagogy: Planning Literature and Reading Instruction in ELA III: Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students - Elements 2 and 4</p>
<p><u>Standard 6: Listening, Speaking, and Interpersonal Communication</u> Middle school English language arts teachers have a broad and comprehensive understanding of strategies for listening and speaking effectively and communicating effectively in large and small groups.</p>	
<p>Indiana Academic Standards for English/Language Arts (2014)</p>	<p>Speaking and Listening Learning Outcome: 6.SL.1, 7.SL.1, 8.SL.1 Discussion and Collaboration: 6.SL.2.1-5, 7.SL.2.1-5, 8.SL.2.1-5 Presentation of Knowledge and Ideas: 6.SL.4.1-2, 7.SL.4.1-2, 8.SL.4.1-2</p>
<p>NCTE Guidelines for Preparation of Teachers of English Language Arts (2006)</p>	<p>Chapter 4: Content Knowledge for Effective English Language Arts Teachers Written Discourse and Composition: 2 Oral Discourse and Composition: 2-6</p>
<p>NCTE/NCATE Program Standards for Initial Preparation of Teachers of Secondary English Language Arts (2012)</p>	<p>Content Pedagogy: Planning Literature and Reading Instruction in ELA III: Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students – Element 2</p>
<p><u>Standard 7: Visual Literacy and Media Presentation</u> Middle school English language arts teachers have a broad and comprehensive understanding of the analysis and interpretation of media and the use of media to present information and ideas.</p>	
<p>Indiana Academic Standards for English/Language Arts (2014)</p>	<p>Reading Reading: Literature Synthesis and Connection of Ideas: 6.RL.4.2, 7.RL.4.1, 8.RL.4.1 Reading: Nonfiction Synthesis and Connection of Ideas: 6.RN.4.2, 7.RN.4.2, 8.RN.4.2</p> <p>Speaking and Listening Comprehension: 6.SL.3.1, 7.SL.3.1, 8.SL.3.1 Presentation of Knowledge and Ideas: 6.SL.4.2, 7.SL.4.2, 8.SL.4.2</p> <p>Media Literacy Learning Outcome: 6.ML.1, 7.ML.1, 8.ML.1 Media Literacy: 6.ML.2.1-2, 7.ML.2.1-2, 8.ML.2.1-2</p>
<p>NCTE Guidelines for Preparation of Teachers of English Language Arts (2006)</p>	<p>Chapter 4: Content Knowledge for Effective English Language Arts Teachers Written Discourse and Composition: 4 Oral Discourse and Composition: 1 Media Discourse and Composition: 1–4</p>
<p>NCTE/NCATE Program Standards for Initial Preparation of Teachers of Secondary English Language Arts (2012)</p>	<p>Content Pedagogy: Planning Literature and Reading Instruction in ELA III: Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students - Elements 2 and 6</p>

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Standard 8: Middle School English Language Arts Instruction and Assessment	
Middle school English language arts teachers have a broad and comprehensive understanding of content-specific instruction and assessment in English language arts.	
Indiana Academic Standards for English/Language Arts (2014)	
NCTE Guidelines for Preparation of Teachers of English Language Arts (2006)	<p>Chapter 4: Content Knowledge for Effective English Language Arts Teachers Language Development: 2-6 Language History and Analysis: 5-7 Written Discourse and Composition: 1-3 Reading: 5 Literature: 8-11 Media Discourse and Composition: 4</p> <p>Chapter 5: Pedagogical Knowledge, Content Pedagogical Knowledge, and Related Skills Instructional Planning: 1-3 Instructional Performance: 1-4 Instructional Assessment: 1-2 Language: 1-4 Literature: 1-4 Media/Visual Literacy: 1-5 Reading: 1-3 Writing: 1-7 Speaking/Oral Discourse/Listening: 1-3</p>
NCTE/NCATE Program Standards for Initial Preparation of Teachers of Secondary English Language Arts (2012)	<p>Content Knowledge II: Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers - Elements 1-6 Content Pedagogy: Planning Literature and Reading Instruction in ELA III: Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students - Elements 1-7 Content Pedagogy: Planning Composition Instruction in ELA III: Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students - Elements 1-10</p>