

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

Standard 1: Foundations of Reading	
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: Foundations Learning Outcome: 5.RF.1 Phonics: 5.RF.4.6 Fluency: 5.RF.5 Reading: Vocabulary Learning Outcome: 5.RV.1; 6.RV.1; 7.RV.1; 8.RV.1; 9–10.RV.1; 11–12.RV.1 Vocabulary Building: 5.RV.2.1–2.2, 2.4; 6.RV.2.1–2.4; 7.RV.2.1–2.4; 8.RV.2.1–2.4; 9–10.RV.2.1–2.4; 11–12.RV.2.1–2.4
NCTE Guidelines for the Preparation of Teachers of English Language Arts (2006)	Content Knowledge Language History and Analysis: 2 Reading: 1–2, 4–5 Content Pedagogical Knowledge Reading: 1–2
NCTE/NCATE Program Standards: Program for Initial Preparation of Teachers of Secondary English Language Arts (2012)	Content Knowledge II. Language and Writing: Element 2 Content Pedagogy III. Planning Literature and Reading Instruction: Elements 3, 5
Standard 2: Reading Informational and Persuasive Texts	
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: Nonfiction Learning Outcome: 5.RN.1; 6.RN.1; 7.RN.1; 8.RN.1; 9–10.RN.1; 11–12.RN.1 Key Ideas and Textual Support: 5.RN.2.1–2.3; 6.RN.2.1–2.3; 7.RN.2.1–2.3; 8.RN.2.1–2.3; 9–10.RN.2.1–2.3; 11–12.RN.2.1–2.3 Structural Elements and Organization: 5.RN.3.1–3.3; 6.RN.3.2–3.3; 7.RN.3.1–3.3; 8.RN.3.2–3.3; 9–10.RN.3.2–3.3; 11–12.RN.3.2–3.3 Synthesis and Connection of Ideas: 5.RN.4.1; 6.RN.4.1, 4.3; 7.RN.4.1, 4.3; 8.RN.4.1, 4.3; 9–10.RN.4.1, 4.3; 11–12.RN.4.1, 4.3 Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts: 5.RV.3.2; 6.RV.3.2; 7.RV.3.2; 8.RV.3.2; 9–10.RV.3.2; 11–12.RV.3.2
NCTE Guidelines for the Preparation of Teachers of English Language Arts (2006)	Content Knowledge Literature: 2–4 Pedagogical Knowledge Instructional Performance: 3

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<p>NCTE/NCATE Program Standards: Program for Initial Preparation of Teachers of Secondary English Language Arts (2012)</p>	<p>Content Knowledge I. Literature and Multimedia Texts: Element 1</p>
<p>Standard 3: Reading Literary Texts 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.</p>	
<p>Indiana Academic Standards for English Language Arts (2014)</p>	<p>Reading: Literature Learning Outcome: 5.RL.1; 6.RL.1; 7.RL.1; 8.RL.1; 9–10.RL.1; 11–12.RL.1 Key Ideas and Textual Support: 5.RL.2.1–2.3; 6.RL.2.1–2.3; 7.RL.2.1–2.3; 8.RL.2.1–2.3; 9–10.RL.2.1–2.3; 11–12.RL.2.1–2.3 Structural Elements and Organization: 5.RL.3.1–3.2; 6.RL.3.1–3.2; 7.RL.3.1–3.2; 8.RL.3.1–3.2; 9–10.RL.3.1–3.2; 11–12.RL.3.1–3.2 Synthesis and Connection of Ideas: 5.RL.4.2; 6.RL.4.2; 7.RL.4.2; 8.RL.4.2; 9–10.RL.4.1–4.2; 11–12.RL.4.1–4.2 Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts: 5.RV.3.1, 3.3; 6.RV.3.1, 3.3; 7.RV.3.1, 3.3; 8.RV.3.1, 3.3; 9–10.RV.3.1, 3.3; 11–12.RV.3.1, 3.3</p>
<p>NCTE Guidelines for the Preparation of Teachers of English Language Arts (2006)</p>	<p>Content Knowledge Literature: 1–4 Content Pedagogical Knowledge Literature: 1–2</p>
<p>NCTE/NCATE Program Standards: Program for Initial Preparation of Teachers of Secondary English Language Arts (2012)</p>	<p>Content Knowledge I. Literature and Multimedia Texts: Element 1</p>
<p>Standard 4: Components of Writing English language arts teachers have a broad and comprehensive understanding of writing conventions, writing process, composition, the research process, and electronic communication.</p>	
<p>Indiana Academic Standards for English Language Arts (2014)</p>	<p>Writing Learning Outcome: 5.W.1; 6.W.1; 7.W.1; 8.W.1; 9–10.2.1; 11–12.W.1 The Writing Process: 5.W.4; 6.W.4; 7.W.4; 8.W.4; 9–10.W.4; 11–12.W.4 The Research Process: 5.W.5; 6.W.5; 7.W.5; 8.W.5; 9–10.W.5; 11–12.W.5 Conventions of Standard English: 5.W.6.1a–e, 6.2a–c; 6.W.6.1a–e, 6.2a–c; 7.W.6.1a–e, 6.2a–c; 8.W.6.1a–e, 6.2a–c; 9–10.W.6.1a–e, 6.2a–c; 11–12.W.6.1a–e, 6.2a–c</p>
<p>NCTE Guidelines for the Preparation of Teachers of English Language Arts (2006)</p>	<p>Content Knowledge Written Discourse and Composition: 1–2, 5–6 Content Pedagogical Knowledge Writing: 1–4</p>
<p>NCTE/NCATE Program Standards: Program for Initial Preparation of Teachers of Secondary English Language Arts (2012)</p>	<p>Content Knowledge II. Content Knowledge II. Language and Writing: Elements 1–2 Content Pedagogy IV. Planning Composition Instruction: Element 3</p>

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Standard 5: Modes of Writing 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 Writing Genres: 5.W.3.1–3.3; 6.W.3.1–3.3; 7.W.3.1–3.3; 8.W.3.1–3.3; 9–10.W.3.1–3.3; 11–12.W.3.1–3.3
NCTE Guidelines for the Preparation of Teachers of English Language Arts (2006)	Content Knowledge Written Discourse and Composition: 5 Pedagogical Knowledge Instructional Performance: 3 Pedagogical Content Knowledge Writing: 6
NCTE/NCATE Program Standards: Program for Initial Preparation of Teachers of Secondary English Language Arts (2012)	Content Knowledge II. Language and Writing: Element 1 Content Pedagogy IV. Planning Composition Instruction: Element 1
Standard 6: Listening, Speaking, and Interpersonal Communication 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.	
Indiana Academic Standards for English Language Arts (2014)	Speaking and Listening Learning Outcome: 5.SL.1; 6.SL.1; 7.SL.1; 8.SL.1; 9–10.SL.1; 11–12.SL.1 Discussion and Collaboration: 5.SL.2.1, 2.3; 6.SL.2.1, 2.3; 7.SL.2.1, 2.3; 8.SL.2.1, 2.3; 9–10.SL.2.1, 2.3; 11–12.SL.2.1, 2.3
NCTE Guidelines for the Preparation of Teachers of English Language Arts (2006)	Content Knowledge Oral Discourse and Composition: 1–6
NCTE/NCATE Program Standards: Program for Initial Preparation of Teachers of Secondary English Language Arts (2012)	Content Knowledge II. Language and Writing: Element 2
Standard 7: Visual Literacy and Media Presentation 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.	
Indiana Academic Standards for English Language Arts (2014)	Reading Reading: Literature Synthesis and Connection of Ideas: 5.RL.4.1; 6.RL.4.1; 7.RL.4.1; 8.RL.4.1 Reading: Nonfiction Synthesis and Connection of Ideas: 5.RN.4.2; 6.RN.4.2; 7.RN.4.2; 8.RN.4.2; 9–10.RN.4.2; 11–12.RN.4.2 Writing Writing Genres: 5.W.3.2; 6.W.3.2; 7.W.3.2; 8.W.3.2; 9–10.W.3.2; 11–12.W.3.2

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	<p>Speaking and Listening Presentation of Knowledge and Ideas: 5.SL.4.2; 6.SL.4.2; 7.SL.4.2; 8.SL.4.2; 9–10.SL.4.2; 11–12.SL.4.2</p> <p>Media Literacy Learning Outcome: 5.ML.1; 6.ML.1; 7.ML.1; 8.ML.1; 9–10.ML.1; 11–12.ML.1 Media Literacy: 5.ML.2.1–2.2; 6.ML.2.1–2.2; 7.ML.2.1–2.2; 8.ML.2.1–2.2; 9–10.ML.2.1–2.2; 11–12.ML.2.1–2.2</p>
NCTE Guidelines for the Preparation of Teachers of English Language Arts (2006)	<p>Content Knowledge Written Discourse and Composition: 1, 4 Media Discourse and Composition: 1–2</p> <p>Content Pedagogical Knowledge Media/Visual Literacy: 1–5</p>
NCTE/NCATE Program Standards: Program for Initial Preparation of Teachers of Secondary English Language Arts (2012)	<p>Content Knowledge I. Literature and Multimedia Texts: Elements 1–2 II. Language and Writing: Elements 1, 3</p>
Standard 8: English Language Arts Instruction and Assessment	
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)	<p>Reading Reading: Vocabulary Vocabulary Building: 5.RV.2.5; 6.RV.2.5; 7.RV.2.5; 8.RV.2.5; 9–10.RV.2.5; 11–12.RV.2.5</p> <p>Writing The Writing Process: 5.W.4; 6.W.4; 7.W.4; 8.W.4; 9–10.W.4; 11–12.W.4</p> <p>Speaking and Listening Discussion and Collaboration: 5.SL.2.4; 6.SL.2.4; 7.SL.2.4; 8.SL.2.4; 9–10.SL.2.4; 11–12.SL.2.4 Presentation of Knowledge and Ideas: 5.SL.4.1; 6.SL.4.1; 7.SL.4.1; 8.SL.4.1; 9–10.SL.4.1; 11–12.SL.4.1</p>
NCTE Guidelines for the Preparation of Teachers of English Language Arts (2006)	<p>Content Knowledge Written Discourse and Composition: 3, 5 Literature: 9</p> <p>Pedagogical Knowledge Instructional Planning: 1–3 Instructional Performance: 4</p>
NCTE/NCATE Program Standards: Program for Initial Preparation of Teachers of Secondary English Language Arts (2012)	<p>Content Pedagogy III. Planning Literature and Reading Instruction: Elements 1–6 IV. Planning Composition Instruction: Elements 1–3 Learners and Learning V. Implementing English Language Arts Instruction: Elements 1–4 Professional Knowledge and Skills VI. Theories and Research: Element 2</p>