Field 020: Middle School English Language Arts
REPA Educator Standards

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, including:

1.1 oral language development and the development of phonological and phonemic awareness

1.2 the development of concepts of print, letter knowledge, and letter–sound correspondence

1.3 the development of phonics and other word-identification skills

1.4 the development of fluency

1.5 word structures and contexts, the denotative and connotative meanings of words, word roots, and words that are derivatives or borrowings

1.6 the historical, social, cultural, regional, and technological influences that have helped shape words and phrases in the English language

1.7 factors that influence vocabulary development and reading comprehension, such as wide reading and reading rate

1.8 comprehension strategies to use before, during, and after reading, such as previewing, predicting, and using think-alouds and graphic organizers

1.9 comprehension strategies for reading across the curriculum, such as using metaphors and analogies to compare and contrast concepts in texts from multiple subject areas

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, including:

2.1 characteristics of various forms of informational and persuasive texts, such as textbooks, newspapers, magazines, maps, atlases, surveys, warranties, print advertisements, propaganda, and multimodal communications from the Internet

2.2 organizational features, formats, and structures of informational and persuasive texts, such as an index, a sidebar, schematics, and classification—division and problem—solution structures

2.3 the main idea and purpose of an informational or a persuasive text

2.4 general statements and specific details provided in an informational or a persuasive text

2.5 facts and opinions provided in an informational or a persuasive text

2.6 relevance, importance, and sufficiency of evidence, examples, and reasons provided as support in an informational or a persuasive text

2.7 reliability, objectivity, and credibility of sources used in an informational or a persuasive text

2.8 explicit and implicit instructions, rules, recommendations, suggestions, and explanations provided in an informational or a persuasive text

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, including:

3.1 characteristics of various forms of literary texts, such as novel, short story, dramatic monologue, and English sonnet

3.2 structural elements of literary texts, such as exposition, denouement, stanza, and meter

3.3 literary and rhetorical devices and techniques used in literary texts, such as flashback, foreshadowing, imagery, symbolism, soliloquy, and metaphor

3.4 points of view, tones, voices, and moods used in literary texts

3.5 diction or choice of words or word combinations used in literary texts

3.6 development of characters, plot, and setting in literary texts

3.7 development of central ideas or themes in literary texts

3.8 formal, stylistic, and thematic characteristics of major literary works, genres, movements, and periods and of major authors of literary texts

3.9 historical, social, cultural, and political contexts and influences of literary texts

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, including:

4.1 conventions of spelling, capitalization, and punctuation

4.2 proper word usage and grammatical sentence structure

4.3 forms of writing to use for various purposes, such as entertaining or explaining, and audiences, such as a group of professional colleagues

4.4 methods of discovering, developing, and shaping ideas for writing, such as freewriting and concept mapping

4.5 methods of drafting, revising, editing, and proofreading texts, such as presenting key points logically, eliminating distracting details, and varying sentence length and structure

4.6 methods of developing effective introductions and conclusions to texts, such as using an anecdote and suggesting a course of action

4.7 methods of developing sentences, paragraphs, and texts that are clear, concise, and coherent, such as maintaining parallelism, using appropriate transitional words and phrases, and establishing and adhering to an organizational structure

4.8 methods of finding, selecting, and refining topics for research projects, such as developing an interest inventory; asking specific, open-ended questions; and using Internet search engines effectively

4.9 methods of locating and working with sources and documenting sources during research, such as skimming and then reading sources, assessing the reliability of sources, and deciding on categories into which source information can be divided

4.10 methods of paraphrasing, summarizing, and quoting source information and citing and acknowledging sources in a text

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, including:

5.1 the purposes of descriptive, expository, persuasive, narrative, analytical, and other forms of writing

5.2 methods of selecting specific nouns, such as *wading pool* or *ocean* instead of *water*, and strong verbs, such as *murmur* or *bellow* instead of *speak*, to use in descriptive and expository writing

5.3 methods of incorporating multiple and various sensory details, such as *humming electric fan* and *cool wet clay*, in descriptive and narrative writing

5.4 methods of establishing a clear position or making a significant claim, such as *Every U.S. citizen should develop fluency in at least two languages*, in persuasive and analytical writing

5.5 methods of incorporating appropriate and effective examples, reasons, and evidence, such as relevant data and verifiable statements, in expository and persuasive writing

5.6 methods of incorporating appropriate and effective styles, tones, and diction, such as projecting confidence rather than boastfulness, in expository and persuasive writing

5.7 methods of developing narrative and persuasive writing that establishes a distinct point of view and is creative, compelling, and insightful

5.8 methods of developing a convincing critique or cogent analysis, such as comparing and contrasting different perspectives, in persuasive and analytical writing

Standard 6: Listening, Speaking, and Interpersonal Communication
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, including:

6.1 characteristics of various types of listening and speaking, such as interviewing and empathic listening

6.2 barriers to listening, such as listening only to what is considered important, and methods of listening actively, such as restating and encouraging

6.3 types of speech delivery, such as impromptu, and methods of managing speech anxiety and apprehension, such as visualizing success

6.4 forms and functions of verbal and nonverbal interpersonal communication, such as clarifying and validating

6.5 individual, social, and cultural factors that influence interpersonal communication, such as internal and external noise and perceptions of self and others

6.6 large- and small-group dynamics and factors that influence group communication, such as group composition and group members' roles

6.7 strategies for managing conflicts, solving problems, and making decisions in large and small groups, such as compromising and collaborating

Standard 7: Visual Literacy and Media Presentation

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, including:

7.1 strategies for interpreting meanings and messages conveyed through visual images used in media texts and on the Internet, such as photographs and editorial cartoons

7.2 knowledge of the ways in which elements of visual images used in media texts, such as shapes, scale, and perspective, are manipulated to emphasize or de-emphasize certain meanings and messages

7.3 knowledge of the ways in which personal, cultural, and historical context can influence the interpretation of media texts

7.4 knowledge of the ways in which media texts can effect social and political change, such as influencing public opinion

7.5 knowledge of the forms and functions of various media presentations, such as reportage and storytelling

7.6 strategies for selecting media and media combinations, such as a scale model, a slide presentation, a video recording, or animation, and various media projects and topics, such as a skit, comic strip, or podcast

7.7 strategies for organizing, developing, and producing media presentations, such as mapping and storyboarding

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, including:

8.1   the Indiana Academic Standards and Core Standards for English/Language Arts

8.2   the Common Core State Standards for English Language Arts, the NCTE Guidelines for the Preparation of Teachers of English Language Arts, the NCTE/NCATE Program Standards for Initial Preparation of Teachers of Secondary English Language Arts, and the ISTE National Educational Technology Standards

8.3   strategies for differentiating instruction in English language arts to meet the needs of diverse learners, such as students with varying levels of reading proficiency or varying linguistic backgrounds

8.4   knowledge of the interrelationships and similarities among the English language arts, such as the use of vocabulary and grammar and the construction of meaning

8.5   strategies for integrating English language arts instruction across the curriculum, such as planning and teaching cross-curricular thematic units on a particular topic or book while differentiating instruction

8.6   strategies for integrating English language arts instruction with electronic resources and technology, such as Web logs/blogs, CD or DVD simulation programs, and multimedia presentations, including the integration of images, text, and audio

8.7   instructional strategies for developing reading proficiency, such as semantic mapping or using directed reading-thinking activities (DR-TA), and writing proficiency, such as sustained spontaneous writing (SSW) or arranging for peer conferences

8.8   instructional strategies for developing listening proficiency, such as using structured listening activities (SLA) or investigative questioning procedures (InQuest), and speaking proficiency, such as helping students prepare for and engage in debates or design and give oral reports and demonstrations

8.9   instructional strategies for developing visual and media literacy, such as using seeing-thinking activities (STA) or helping students design a Web page or produce a video presentation

8.10   knowledge of classroom-based, informal assessments and assessment tools used for English language arts, such as rubrics, running records, attitude and interest inventories, portfolios, self-assessments, and observation of student work with the use of checklists and anecdotal records

8.11   knowledge of the general types of formal assessments used for English language arts, such as norm-referenced, standardized tests and criterion-referenced tests, and of specific types of formal assessments used for English language arts in Indiana, such as the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) and End-of-Course Assessments (ECAs)