

## ENGLISH LANGUAGE ARTS AND READING (GRADES 4–8) STANDARDS

- Standard I.*** Oral Language: Teachers of students in grades 4–8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.
- Standard II.*** Foundations of Reading: Teachers of students in grades 4–8 understand the foundations of reading and early literacy development.
- Standard III.*** Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.
- Standard IV.*** Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.
- Standard V.*** Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.
- Standard VI.*** Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.
- Standard VII.*** Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.
- Standard VIII.*** Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

**Standard I. Oral Language: Teachers of students in grades 4–8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 4–8*

The beginning teacher knows and understands:

- 1.1k basic linguistic concepts (e.g., phonemes, segmentation) and developmental stages in acquiring oral language, including stages in phonology, semantics, syntax, and pragmatics, recognizing that individual variations occur;
- 1.2k how to build on students’ cultural, linguistic, and home backgrounds to enhance their oral language development;
- 1.3k skills for speaking to different audiences for various purposes;
- 1.4k relationships between the development of oral language and the development of reading;
- 1.5k similarities and differences between oral and written language and how to promote students’ awareness of these similarities and differences;
- 1.6k active, purposeful listening in a variety of contexts;
- 1.7k the use of critical listening to analyze and evaluate a speaker’s message;
- 1.8k listening skills for enjoying and appreciating spoken language;
- 1.9k the use of oral language for gaining and sharing knowledge of one’s own culture and the cultures of others;
- 1.10k the use of technology in promoting oral communication skills; and
- 1.11k how to use effective informal and formal assessments to evaluate students’ oral language skills, and recognize when speech or language delays or differences warrant in-depth evaluations and additional help or intervention.

**Application: What Teachers Can Do**

*Teachers of Students in Grades 4–8*

The beginning teacher is able to:

- 1.1s plan, implement, and monitor instruction that is based on informal and formal assessment of students’ progress in oral language development and addresses individual students’ needs, strengths, and interests;
- 1.2s acknowledge students’ current oral language skills and use specific language instruction to build on these skills and increase students’ oral language proficiency;
- 1.3s strengthen students’ vocabulary and narrative skills in spoken language and teach students to recognize connections between spoken and printed language;
- 1.4s provide explicit, systematic oral language instruction and support students’ learning and use of oral language through meaningful and purposeful activities implemented one-to-one and in a group;
- 1.5s provide oral language instruction by modeling and reading aloud using language structures and pronunciations commonly associated with academic English;
- 1.6s select and use instructional materials and strategies that promote students’ oral language development; that respond to students’ individual strengths, needs, and interests; and that reflect cultural diversity;
- 1.7s provide instruction that interrelates oral and written language to promote students’ reading proficiency and learning (e.g., preview-review, discussion, questioning);
- 1.8s provide students with opportunities to engage in active, purposeful listening in a variety of contexts;

**Standard I. Oral Language: Teachers of students in grades 4–8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.**

**Application: What Teachers Can Do**

*Teachers of Students in Grades 4–8 (continued)*

- 1.9s provide students with opportunities to adapt their spoken language for various audiences, purposes, and occasions;
- 1.10s provide students with opportunities to evaluate the content and effectiveness of their own spoken messages and the messages of others;
- 1.11s support students’ development of oral communication skills through the use of technology;
- 1.12s collaborate with students’ families/caregivers about ways to encourage their children’s language development; and
- 1.13s collaborate with other professionals and continually seek implications for practice from convergent research about oral language development.

**Standard II. Foundations of Reading: Teachers of students in grades 4–8 understand the foundations of reading and early literacy development.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 4–8*

The beginning teacher knows and understands:

- 2.1k the significance of phonological and phonemic awareness for reading and typical patterns in the development of phonological and phonemic awareness, and recognize that individual variations occur (*A student who has phonological awareness hears distinct words, syllables, and sounds in language separate from print. A student who has phonemic awareness can identify individual sounds in spoken words, blend together the separated sounds of spoken words to form words, and play with the sounds of spoken language by adding or taking away sounds from words.*);
- 2.2k the elements of the alphabetic principle (e.g., letter names, graphophonemic knowledge, the relationship of the letters in printed words to spoken language) and typical patterns of students' alphabetic skills development, and recognize that individual variations occur;
- 2.3k that not all written languages are alphabetic and that many alphabetic languages are more phonetically regular than English, and know the significance of this for students' literacy development in English;
- 2.4k that literacy acquisition generally develops in a predictable pattern from prereading (emergent literacy) to conventional literacy, recognizing that individual variations occur;
- 2.5k that literacy development occurs in multiple contexts through reading, writing, and the use of oral language;
- 2.6k a wide range of literature and other texts appropriate for students;
- 2.7k the importance of modeling and encouraging reading for pleasure and lifelong learning;
- 2.8k the difference between guided and independent practice in reading;
- 2.9k the importance of reading as a skill in all content areas;

**Application: What Teachers Can Do**

*Teachers of Students in Grades 4–8*

The beginning teacher is able to:

- 2.1s plan, implement, and monitor instruction based on the continuous use of formal and informal assessment of individual students' literacy acquisition, including phonological and phonemic awareness and alphabetic skills;
- 2.2s respond to individual students' needs by providing focused instruction to promote literacy acquisition, including phonological and phonemic awareness, alphabetic skills, and concepts about print;
- 2.3s select and use instructional materials that build on students' current language skills to promote development from emergent literacy to conventional literacy;
- 2.4s provide multiple opportunities for students to listen to and respond to a wide variety of children's and young people's literature, both fiction and nonfiction, and to recognize characteristics of various types of narrative and expository texts;
- 2.5s engage students in varied reading experiences and encourage students to interact with others about their reading;
- 2.6s provide students with frequent opportunities for guided and independent practice in reading;
- 2.7s model and encourage reading for pleasure and lifelong learning;
- 2.8s provide many opportunities for students to read and write to promote their development of an extensive reading and writing vocabulary;
- 2.9s teach students strategies for selecting their own books for independent reading;
- 2.10s select and use a variety of materials to teach students about authors and different purposes for writing;

**Standard II. Foundations of Reading: Teachers of students in grades 4–8 understand the foundations of reading and early literacy development.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 4–8 (continued)*

- 2.10k the use of technology in promoting literacy; and
- 2.11k how to select, administer, analyze, and use results from informal and formal assessments of literacy acquisition, including assessments of phonological and phonemic awareness and alphabetic skills.

**Application: What Teachers Can Do**

*Teachers of Students in Grades 4–8 (continued)*

- 2.11s use technology to promote students' literacy and teach students to use technology to access a wide range of appropriate narrative and expository texts;
- 2.12s collaborate with families/caregivers about literacy development and ways to encourage their children's literacy development at home; and
- 2.13s collaborate with other professionals and continually seek implications for practice from current research about literacy acquisition.

**Standard III. Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 4–8*

The beginning teacher knows and understands:

- 3.1k that many students develop word analysis skills (e.g., decoding, blending, structural analysis, sight word vocabulary) and reading fluency in a predictable sequence, recognizing that individual variations occur;
- 3.2k the importance of word analysis skills and reading fluency for reading comprehension;
- 3.3k the continuum of word analysis skills and grade-level expectations for these skills;
- 3.4k factors affecting students' word analysis skills and reading fluency (e.g., home language, learning disability);
- 3.5k the norms for reading fluency that have been established for various age and grade levels;
- 3.6k important phonetic elements and conventions of the English language;
- 3.7k strategies for decoding and determining the meaning of increasingly complex words;
- 3.8k how students develop reading fluency and that fluency involves rate, accuracy, and intonation;
- 3.9k instructional strategies and practices for promoting students' word analysis skills and reading fluency;
- 3.10k differences in students' development of word analysis skills and reading fluency, and instructional practices for meeting students' individual needs in these areas; and

**Application: What Teachers Can Do**

*Teachers of Students in Grades 4–8*

The beginning teacher is able to:

- 3.1s select and use appropriate formal and informal assessments to identify and monitor on an ongoing basis students' word analysis skills and reading fluency, and use assessment results to help plan instruction;
- 3.2s apply norms and expectations for word analysis skills and reading fluency to evaluate students' reading performance;
- 3.3s teach the phonetic analysis of increasingly complex words;
- 3.4s teach students to recognize high-frequency irregular words by selecting words that appear frequently in texts and reviewing difficult words often;
- 3.5s provide instruction in how to use structural cues to recognize compound words, base words, and inflections (e.g., prefixes, suffixes);
- 3.6s teach students to use knowledge of word order (English syntax) and context to support word identification and confirm word meaning;
- 3.7s provide students with frequent opportunities for fluency development by having them read independent-level texts, read orally from familiar text, engage in repeated reading activities, and read silently for increasingly long periods;
- 3.8s provide opportunities for students to improve their reading fluency through self-correction;
- 3.9s select and use appropriate instructional strategies and materials to promote word analysis skills and reading fluency for students reading at different levels;

**Standard III. Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 4–8 (continued)*

3.11k a variety of informal and formal procedures for assessing on an ongoing basis students' word analysis skills and reading fluency.

**Application: What Teachers Can Do**

*Teachers of Students in Grades 4–8 (continued)*

3.10s collaborate with families/caregivers about ways they can support and promote their children's word analysis skills and reading fluency; and

3.11s collaborate with other professionals and continually seek implications for practice from convergent research about the development of word analysis skills and reading fluency.

**Standard IV. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades 4–8</i></p>	<p><i>Teachers of Students in Grades 4–8</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>4.1k the continuum of reading comprehension skills and grade-level expectations for these skills;</p>	<p>4.1s select and use appropriate informal and formal assessments to evaluate students’ reading comprehension, and provide focused instruction in reading comprehension based on individual students’ strengths and needs;</p>
<p>4.2k reading comprehension as an active process of constructing meaning;</p>	
<p>4.3k factors affecting students’ reading comprehension, such as oral language development, word analysis skills, prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts (e.g., structure, vocabulary);</p>	<p>4.2s use a variety of instructional strategies to enhance students’ reading comprehension, including helping students link the content of texts to their lives and connect related ideas across different texts;</p>
<p>4.4k the role of visualization skills in reading comprehension;</p>	<p>4.3s use students’ prior knowledge to promote reading comprehension;</p>
<p>4.5k the relationship between extensive reading, vocabulary development, and reading comprehension;</p>	<p>4.4s model and provide direct, explicit instruction in the use of strategies for improving reading comprehension (e.g., using word analysis skills, previewing texts, self-monitoring, visualizing, retelling);</p>
<p>4.6k the use of metacognitive skills in reading comprehension;</p>	<p>4.5s use guided and independent reading to promote students’ comprehension skills;</p>
<p>4.7k literary genres (e.g., historical fiction, poetry, myths, fables) and their characteristics;</p>	<p>4.6s promote students’ development and use of metacognitive skills to enhance reading comprehension;</p>
<p>4.8k levels of reading comprehension and how to model and teach literal comprehension skills (e.g., identifying stated main idea, details, sequence, and cause-and-effect relationships);</p>	<p>4.7s use various communication modes (e.g., written, oral) to promote students’ reading comprehension;</p>
<p>4.9k how to model and teach inferential comprehension skills (e.g., inferring main ideas, comparisons, unstated cause-and-effect relationships; summarizing; making predictions; drawing conclusions; making generalizations);</p>	<p>4.8s provide frequent opportunities and encouragement for students to engage in silent reading both at school and at home;</p>
<p>4.10k how to model and teach evaluative comprehension skills (e.g., distinguishing between fact and opinion; detecting faulty reasoning; reacting to a text’s content, characters, and use of language);</p>	<p>4.9s guide students to generate questions and apply knowledge of topics addressed in reading selections, both fiction and nonfiction;</p> <p>4.10s provide time for students to engage in extended reading of a wide range of materials, including expository texts and various literary genres;</p>

**Standard IV. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<i>Teachers of Students in Grades 4–8 (continued)</i>	<i>Teachers of Students in Grades 4–8 (continued)</i>
4.11k comprehension skills and strategies for understanding and interpreting different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks;	4.11s use instructional strategies that help students increase their reading vocabulary;
4.12k different purposes for reading and associated reading strategies;	4.12s guide students to increase knowledge of their own culture and the cultures of others through reading;
4.13k how to interpret and evaluate information presented in various formats (e.g., maps, tables, graphs);	4.13s provide instruction in how to use graphics (e.g., tables, charts, maps, signs), informational texts, and technologies (e.g., the Internet) to acquire information;
4.14k the importance of providing students with direct, explicit instruction in the use of comprehension strategies;	4.14s provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals, discussions), including relating prior knowledge to literary texts;
4.15k a range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, discussing texts);	4.15s teach elements of literary analysis, such as story elements and features of different literary genres;
4.16k the importance of locating the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources;	4.16s provide instruction in comprehension skills that support students’ transition from “learning to read” to “reading to learn” (e.g., recognizing different types and functions of texts, matching comprehension strategies to different types of text and different purposes for reading);
4.17k literary response and analysis and ways to promote students’ development of literary response and analysis;	4.17s teach students how to locate, retrieve, and retain information from a range of texts and technologies;
4.18k strategies for helping students comprehend abstract content and ideas in written materials (e.g., by using manipulatives, examples, diagrams);	4.18s teach students how to locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources;
4.19k the reading comprehension needs of students with different needs (e.g., English Language Learners, students with disabilities) and how to provide instruction for those students;	4.19s communicate with families/caregivers about reading comprehension and collaborate with them to promote their children’s reading comprehension; and
4.20k the use of technology in promoting reading comprehension; and	4.20s collaborate with other professionals and continually seek implications for practice from convergent research about the development of reading comprehension skills.

**Standard IV. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 4–8 (continued)*

4.21k a variety of informal and formal procedures for monitoring and assessing students' reading comprehension and instructional practices to meet individual students' needs.

**Standard V. Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.**

<p><b>Teacher Knowledge: What Teachers Know</b></p>	<p><b>Application: What Teachers Can Do</b></p>
<p><i>Teachers of Students in Grades 4–8</i></p>	<p><i>Teachers of Students in Grades 4–8</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>5.1k predictable stages in the development of written language and writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, while recognizing that individual variations occur;</p>	<p>5.1s formally and informally assess students’ writing development, including their development of writing conventions, and provide focused instruction to address students’ strengths, needs, and interests;</p>
<p>5.2k writing processes, including the use of self-assessment in writing;</p>	<p>5.2s create an environment in which students are motivated to express their ideas in writing;</p>
<p>5.3k the appropriate use of writing conventions and appropriate grammar and usage for communicating clearly and effectively in writing;</p>	<p>5.3s teach purposeful, meaningful writing in connection with listening, speaking, and reading;</p>
<p>5.4k the importance of spelling and graphophonemic knowledge for success in reading and writing;</p>	<p>5.4s provide instruction in various stages of writing, including prewriting, drafting, editing, and revising;</p>
<p>5.5k the stages of spelling development (prephonetic, phonetic, transitional, and conventional) and how and when to support students’ development from one stage to the next;</p>	<p>5.5s use strategies to promote students’ recognition of the practical uses of writing;</p>
<p>5.6k writing for a variety of audiences, purposes, and settings;</p>	<p>5.6s provide opportunities for students to write in a variety of forms and modes for various purposes, audiences, and settings;</p>
<p>5.7k the differences between first draft writing and writing for publication;</p>	<p>5.7s provide opportunities for students to self-assess their writings (e.g., for clarity, comprehensiveness, interest to audience) and their development as writers;</p>
<p>5.8k appropriate instructional strategies and sequences for developing students’ writing skills;</p>	<p>5.8s provide opportunities for students to elicit critiques of their writing from others;</p>
<p>5.9k the development of writing in relation to listening, speaking, and reading, and know instructional strategies that connect these various aspects of language;</p>	<p>5.9s provide hands-on activities to help students develop and refine the fine-motor skills necessary for writing, including teaching pencil grip, paper position, and beginning stroke;</p>
<p>5.10k the similarities and differences between language (e.g., syntax, vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;</p>	

**Standard V. Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 4–8 (continued)*

- 5.11k the benefits of technology for teaching writing and writing for publication; and
- 5.12k informal and formal procedures for ongoing monitoring and assessment of writing development and writing conventions, and know how to use assessment results to help plan instruction for individuals and groups.

**Application: What Teachers Can Do**

*Teachers of Students in Grades 4–8 (continued)*

- 5.10s provide direct instruction and guided practice in English writing conventions (e.g., grammar, spelling, capitalization, punctuation), and help students recognize that although first drafts are not always edited and revised, accuracy in conventions is necessary when preparing a piece for publication;
- 5.11s provide systematic spelling instruction in common spelling patterns based on phonics skills already taught and provide opportunities for students to use and develop their spelling skills in the context of meaningful written expression;
- 5.12s model writing as an enjoyable activity and as a tool for lifelong learning;
- 5.13s provide instruction in the use of technology that facilitates written communication;
- 5.14s communicate with families/caregivers about students’ writing development and collaborate with them to promote their children’s writing development; and
- 5.15s collaborate with other professionals and continually seek implications for practice from convergent research about students’ development of written communication skills and writing conventions.

**Standard VI. Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<i>Teachers of Students in Grades 4–8</i>	<i>Teachers of Students in Grades 4–8</i>
The beginning teacher knows and understands:	The beginning teacher is able to:
<p>6.1k study and inquiry skills and their significance for student learning and achievement (e.g., using text organizers; taking notes; outlining; drawing conclusions; applying test-taking strategies; previewing; setting purposes for reading; locating, organizing, evaluating, and communicating information; summarizing information; using multiple sources of information; interpreting and using graphic sources of information);</p>	<p>6.1s use ongoing assessment and knowledge of grade-level expectations to identify students' needs in regard to study and inquiry skills and to plan instruction;</p>
<p>6.2k instructional practices that promote students' acquisition and use of study and inquiry skills across the curriculum; and</p>	<p>6.2s respond to students' needs by providing direct, explicit instruction to promote the acquisition and use of study and inquiry skills;</p>
<p>6.3k grade-level expectations and procedures for assessing students' study and inquiry skills.</p>	<p>6.3s provide students with varied and meaningful opportunities to learn and use study and inquiry skills and to recognize the importance of using these skills to enhance their achievement across the curriculum;</p>
	<p>6.4s communicate with families/caregivers about students' study and inquiry skills development and collaborate with them to promote their children's development in these areas; and</p>
	<p>6.5s collaborate with other professionals and continually seek implications for practice from convergent research about students' development of study and inquiry skills.</p>

**Standard VII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 4–8*

The beginning teacher knows and understands:

- 7.1k characteristics and functions of different types of media (e.g., film, print);
- 7.2k how different types of media influence and inform;
- 7.3k procedures and criteria for analyzing and evaluating visual images, messages, and meanings;
- 7.4k procedures for producing visual images, messages, and meanings to communicate with others;
- 7.5k instructional practices that promote students’ ability to interpret, analyze, evaluate, and produce visual images, messages, and meanings; and
- 7.6k grade-level expectations and procedures for assessing students’ skills in interpreting, analyzing, and producing visual images, messages, and meanings.

**Application: What Teachers Can Do**

*Teachers of Students in Grades 4–8*

The beginning teacher is able to:

- 7.1s use ongoing assessment and knowledge of grade-level expectations to plan instruction and to identify students’ needs regarding the interpretation, analysis, and production of visual images, messages, and meanings;
- 7.2s compare and contrast print, visual, and electronic media (e.g., films and written stories);
- 7.3s evaluate how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, news photographers) represent meanings and provide students with varied opportunities to analyze and interpret visual images;
- 7.4s teach students to analyze visual images makers’ choices (e.g., related to style, elements, medium) and evaluate how these choices help to represent or extend meaning;
- 7.5s provide students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations and to use media to compare ideas and points of view;
- 7.6s teach students how to select, organize, and produce visuals to complement and extend meaning;
- 7.7s provide students with opportunities to use technology to produce various types of communications (e.g., class newspapers, multimedia reports, video reports) and help students assess how language, medium, and presentation contribute to the message;
- 7.8s communicate with families/caregivers about students’ progress in developing skills for interpreting, analyzing, and producing visual images, messages, and meanings and collaborate with them to promote their children’s development in these areas; and

**Standard VII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.**

**Application: What Teachers Can Do**

*Teachers of Students in Grades 4–8 (continued)*

7.9s collaborate with other professionals and continually seek implications for practice from convergent research about students' development of skills for interpreting, analyzing, and producing visual images, and meanings.

**Standard VIII. Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.**

<p><b>Teacher Knowledge: What Teachers Know</b></p>	<p><b>Application: What Teachers Can Do</b></p>
<p><i>Teachers of Students in Grades 4–8</i></p>	<p><i>Teachers of Students in Grades 4–8</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>8.1k the characteristics and uses of formal and informal literacy assessments (e.g., screening devices, norm-referenced achievement tests, criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories);</p>	<p>8.1s use multiple, ongoing assessments to plan literacy instruction and monitor students’ literacy development;</p>
<p>8.2k formative and summative uses of assessment;</p>	<p>8.2s analyze students’ errors in reading and writing and use the results of this analysis as a basis for future instruction;</p>
<p>8.3k how to select and use multiple, ongoing assessments to monitor literacy development and identify students’ strengths and needs;</p>	<p>8.3s use ongoing assessment and knowledge of the TEKS to determine when a student may be in need of classroom interventions or specialized reading instruction and develop an appropriate instructional plan;</p>
<p>8.4k how to use assessment to determine when a student needs additional help or intervention to bring the student’s performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS);</p>	<p>8.4s teach students to use self-evaluation and self-monitoring to enhance their own literacy development;</p>
<p>8.5k the reciprocal nature of assessment and instruction and how to use assessment results to select appropriate instructional strategies and materials (e.g., basals, supplemental programs, trade books) to ensure the literacy development of all students;</p>	<p>8.5s communicate with families/caregivers about students’ progress in literacy development using a variety of means, including samples of students’ work, and collaborate with them to promote their children’s literacy development; and</p>
<p>8.6k how to determine students’ independent, instructional, and frustration reading levels and recognize the importance of using this information when selecting and adapting reading materials for individual students and guiding their selection of independent reading materials; and</p>	<p>8.6s collaborate with other professionals and continually seek implications for practice from convergent research about assessment of students’ developing literacy.</p>
<p>8.7k how students’ use of self-evaluation and self-monitoring procedures can enhance their literacy development.</p>	