

**MoSTEP 1.2.1.1: Selected Middle School (5-9) English/Language Arts Competencies
For: Mild/Moderate Cross-Categorical Special Educators**

Approved by MSBE: August 2008

The beginning (pre-service) Mild/Moderate, Cross-Categorical Special Education teacher who chooses English/Language Arts as an area of emphasis will (also) demonstrate knowledge of and/or competency in the following areas of study:

<p>1. Fundamentals and Effective Use of English (1997 SSC 1, 8; NCTE 3.1; IRA (2003) 1.4.2, 4.3; IRA (1997): 2.1, 2.4; PRAXIS II: 0049: II.1, III.2)</p>	<p>1.1 the interrelation of reading, writing, speaking, and listening. 1.2 effective oral and written language usages. 1.3 how the English language works, including its grammars, semantics, syntax, morphology, phonology, lexicon, history, and dialects.</p>
<p>2. Language Development and Literacy (1997 SSC: 4, 7 ; NCTE: 3.1, 3.6; IRA (2003) 1.3.2; IRA (1997) 6 and 3; PRAXIS II: 0049: II.3)</p>	<p>2.1 how middle school students continue to develop effective reading, writing, speaking, viewing, and listening skills. 2.2 diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. 2.6 how to design instructional programs and strategies that build on students' experiences and existing language skills and result in the students becoming competent, effective users of language.</p>
<p>3. Reading, Literature, and Comprehension (1997 SSC2,5,6,10; MO GLE, 5-8: Reading [1-C,D,E,F,G,H,I; 2-A,B,C; 3-A,B,C]; MO GLE, 5-8: Information Literacy [1-A,B]; NCTE: 3.2, 3.3, 3.5., 3.6; IRA (2003) 1.1.2, 4.1.2, 4.2.2, 4.2.3, 4.3, 4.4.2; IRA (1997) 1.3, 1.4, 1.5 , 2.6, 2.6, 2.12, 2.13, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1; ETS: 0049: I.1-I.7; IV.1)</p>	<p>3.1 reading processes (pre-, during, post-). 3.3 strategies to monitor and increase reading comprehension. 3.4 techniques and strategies for the ongoing development of structured and independent vocabulary acquisition. 3.6 the basic elements of literary types and forms. 3.7 ways to help students think critically about what they read.</p>
<p>4. Thinking and Communicating Through Writing, Speaking, and Listening (1997 SSC 3, 9; MO GLE, 5-8: Writing [1-A; 2-B,C,D,E,F; 3-A,B,C,D,E]; MO GLE, 9-12: Listening & Speaking [1-A,B; 2-A]; MO GLE, 5-8: Information Literacy [2-A]; ACEI 11, 12, 13, 14; NCTE: 2.4, 3.2, 3.4; IRA (2003) 4.3; IRA (1997) 2.6, 2.7, 9.1, 9.2; ETS: 0049: III.1, III.2; IV.2)</p>	<p>4.1 different types of writing and speaking appropriate for different audiences and in different situations, including persuasive strategies. 4.3 composing processes used to prepare information to share orally, visually, and/or in writing. 4.5 ways of creating instruction, activities, and experiences that develop varied writing, speaking and presentation skills to communicate with different audiences for varying purposes.</p>