



# Indiana Content Standards for Educators

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## MIDDLE SCHOOL ENGLISH LANGUAGE ARTS

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These standards can be used by educator preparation programs to design licensure programs for middle school English language arts teachers. An educator preparation program can use these standards to develop English language arts content preparation for elementary candidates to meet the REPA 3 requirement for a content area and for middle school English language arts licensure. Any candidate recommended for licensure for middle school English language arts needs to have mastery of all standards indicated in this document.

Middle school English language arts teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

## **Middle School English Language Arts Educator Standards**

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### **Standard 1: Language Development and Foundations of Reading**

Middle school English language arts teachers have a broad and comprehensive understanding of language acquisition and development, vocabulary development, and reading comprehension.

### **Standard 2: Reading Literature and Nonfiction Texts**

Middle school English language arts teachers have a broad and comprehensive understanding of a wide range of literature and nonfiction texts from a variety of genres, time periods, and cultures and of strategies for comprehending, interpreting, evaluating, and appreciating literature and nonfiction texts.

### **Standard 3: Writing and Research**

Middle school English language arts teachers have a broad and comprehensive understanding of the forms, purposes, and conventions of writing; the writing process; strategies for writing in various modes; and the research process.

### **Standard 4: Listening, Communicating, and Presenting**

Middle school English language arts teachers have a broad and comprehensive understanding of strategies for listening, communicating, and presenting.

### **Standard 5: 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.

## Middle School English Language Arts Educator Standards

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### **Standard 1: Language Development and Foundations of Reading**

**Middle school English language arts teachers have a broad and comprehensive understanding of language acquisition and development, vocabulary development, and reading comprehension, including:**

- 1.1** theories of language acquisition, development, and processes, including cognitive and social processes that affect language development during the early adolescent years
- 1.2** diverse linguistic patterns, prescriptive and descriptive grammars, academic and non-academic English, and their appropriate usage
- 1.3** historical, social, cultural, regional, and technological influences that have helped shape the English language
- 1.4** factors that influence vocabulary development and reading comprehension
- 1.5** word roots and affixes; denotative, connotative, and figurative meanings of words; and word-identification skills
- 1.6** general academic and domain-specific vocabulary
- 1.7** ways in which early adolescents read texts and make meaning through interaction with various types of texts and media, including the ways in which personal, cultural, and historical context can influence early adolescents' interpretation of texts and media
- 1.8** comprehension strategies to use before, during, and after reading

## Middle School English Language Arts Educator Standards

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### Standard 2: Reading Literature and Nonfiction Texts

**Middle school English language arts teachers have a broad and comprehensive understanding of a wide range of literature and nonfiction texts from a variety of genres, time periods, and cultures and of strategies for comprehending, interpreting, evaluating, and appreciating literature and nonfiction texts, including:**

- 2.1** use of literary and rhetorical elements, devices, and techniques in literature and nonfiction texts
- 2.2** denotative, connotative, figurative, and technical meanings of words as they are used in works of literature and nonfiction texts and the impact of specific word choices on texts' meaning and tone
- 2.3** stylistic and thematic characteristics of literary works and genres, including literature written for young adults
- 2.4** historical, social, cultural, and political contexts for and influences on literature
- 2.5** structural elements of literary texts
- 2.6** development of central ideas and themes in works of literature
- 2.7** development of character, plot, and setting in works of literature
- 2.8** characteristics of various types of nonfiction texts, including organizational features, formats, styles, and structures
- 2.9** authors' perspectives and purposes in nonfiction texts
- 2.10** development of central ideas in nonfiction texts
- 2.11** reliability, objectivity, and credibility of sources used in nonfiction texts
- 2.12** relevance, importance, and sufficiency of evidence, examples, and reasons that are provided as support in nonfiction texts
- 2.13** elements of multimedia texts, the ways in which these elements convey meanings and messages, and the motives (e.g., social, commercial, political) behind these meanings and messages
- 2.14** persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media

## Middle School English Language Arts Educator Standards

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### Standard 3: Writing and Research

**Middle school English language arts teachers have a broad and comprehensive understanding of the forms, purposes, and conventions of writing; the writing process; strategies for writing in various modes; and the research process, including:**

- 3.1** forms of writing to use for various purposes, tasks, and audiences, including, but not limited to, argumentative, informative, and narrative writing
- 3.2** methods of discovering, developing, and shaping ideas for writing
- 3.3** methods of drafting, revising, editing, and proofreading written texts
- 3.4** methods of developing effective introductions and conclusions to written texts
- 3.5** methods of developing sentences, paragraphs, and complete texts that are clear, concise, and coherent
- 3.6** methods of establishing a clear position or making a significant claim in argumentative writing
- 3.7** use of appropriate and effective examples, reasons, and evidence in informative, argumentative, and narrative writing
- 3.8** use of narrative structure and techniques to develop experiences, events, and characters
- 3.9** use of appropriate style, tone, and diction in informative and argumentative writing
- 3.10** conventions of standard English grammar, word usage, capitalization, punctuation, and spelling
- 3.11** methods of finding, selecting, and refining research topics and of formulating research questions
- 3.12** methods of locating relevant sources, assessing the reliability of sources, and synthesizing information from multiple sources
- 3.13** methods of paraphrasing, summarizing, and quoting source information and of citing and acknowledging sources in a written text
- 3.14** use of contemporary technologies to interact and collaborate with others to generate, produce, edit, revise, and publish writing and to present information and ideas efficiently

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### **Standard 4: Listening, Communicating, and Presenting**

**Middle school English language arts teachers have a broad and comprehensive understanding of strategies for listening, communicating, and presenting, including:**

- 4.1** strategies for listening actively and interpreting information that is presented orally
- 4.2** critical-listening skills for delineating an argument and for identifying, analyzing, and evaluating reasoning and evidence
- 4.3** types of speech delivery and presentations
- 4.4** strategies for adjusting the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- 4.5** individual, social, and cultural factors that influence interpersonal communication
- 4.6** large- and small-group dynamics and factors that influence group communication
- 4.7** strategies for engaging effectively in a range of collaborative discussions, including managing conflicts, solving problems, and making decisions in groups
- 4.8** use of contemporary technologies and digital media to compose multimodal discourse and to organize, develop, and produce multimedia presentations
- 4.9** digital citizenship and ethical, responsible, and safe practices in social and personal media communications

## Middle School English Language Arts Educator Standards

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### **Standard 5: 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:**

- 5.1** state and national teacher standards for English language arts
- 5.2** Indiana academic standards for students
- 5.3** strategies for differentiating instruction in English language arts to meet the needs of diverse learners
- 5.4** strategies for integrating English language arts instruction with contemporary technologies and/or digital media
- 5.5** strategies for developing students' reading proficiency
- 5.6** strategies for developing students' media literacy
- 5.7** strategies for developing students' writing proficiency
- 5.8** strategies for developing students' proficiency in listening, communicating, presenting, and participating in collaborative discussions
- 5.9** strategies for creating learner-centered environments in English language arts classrooms
- 5.10** strategies for planning and implementing English language arts instruction that promotes students' critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society while being responsive to students' backgrounds and individual identities
- 5.11** knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can inform instruction and enhance students' opportunities to learn in English language arts
- 5.12** classroom-based, informal assessments and assessment tools used for English language arts
- 5.13** general types of formal assessments used for English language arts and specific types of formal assessments used for English language arts in Indiana
- 5.14** knowledge of how to use analysis of assessment data to inform instructional decisions