Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools. (Standard 1)

Learning Activities/Performance Tasks:

3.2	Collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.

Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels. (Standard 4)

Learning Activities/Performance Tasks:

4.1	Demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.

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Candidates create and engage their students in literacy practices that develop awareness, understanding, respect and a valuing of differences in our society. As a result, candidates:

1.3 Demonstrate knowledge of theoretical, con3(c)-4(on Tf1 0792 612 reW*nBT/F1 11.04 Tf1 0 0 1 72 344.23 Tm0 g0 G[ )]TJET/P 8 G[ )]TJET/P 8 G[ )]TJ

Part 1: Participate in a guided learning experience to identify Form, Content and Usage using a

PART 2: ILA 4.1 Demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.	Given a specific case history, the candidate discussed only way exceptional conditions can interact with an individual's experience with and their use of language.	Given a specific case history, the candidate discussed ways exceptional conditions can interact with an individual's experience with and their use of language.	Given a s

Assignment: Oral Language Calendar (15%)

Scoring Elements	Unsatisfactory 1	Emerging 2	Basic 3	Proficient 4	Distinguished 5	Score (points)
Complete a calendar for 20-25 days that includes one activity for language development for each day.	Not attempted	10 days	15 days	20 days	25 days	X3
Clearly indicate if it is for parent or teacher use.	Not attempted	Not indicated clearly.	Clearly states parent or teacher focus.	Calendar provides opportunities for use by both teacher and parent with few modifications.	Calendar includes information for how the activity is connected to curriculum.	X2
Evidence of how these activities will be demonstrated in the areas of semantics, syntax and conversation (pragmatics)	Not attempted	Evidence in one area, semantics, syntax or conversation (pragmatics)	Evidence in two areas, semantics, syntax or conversation (pragmatics)	Evidence demonstrated by one example in all three areas, semantics, syntax or conversation (pragmatics)	Evidence demonstrated by two examples in all three areas, semantics, syntax or conversation (pragmatics)	X2
State the age level for activities' focus and they are appropriate for age level.	Not attempted	Not indicated clearly.	Clearly states target age or grade. (3)	Age level stated, but questionable if they are appropriate for age level. (4)	Age level stated and age appropriate activities developed (5)	
Total						

Wasik, B., & Jacobi-Vessels, J. (2017). Word play: Scaffolding language development through child-directed play. (6), 769-776. doi:10.1007/s10643-016-0827-5

Whorrall, J., & Cabell, S. (2016). Supporting children's oral language development in the preschool classroom. (4), 335-341. doi:10.1007/s10643-015-0719-0