# Single Subject Content Area Pedagogies Course Matrix

**In the matrix below, denote the candidates’ opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the “Course Title and Number” text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation (I, P, A) should link to a specific place in the syllabus within that course that demonstrates that this is occurring.**

**Institution Name**

**Program Coordinator Name**

**Program Coordinator Email**

| **Subject Specific Pedagogical Skills for Single Subject Teaching Assignments in:**  **English Language Arts** | Course Title and Number1 | Course Title and Number2 | Course Title and Number3 | Course Title and Number4 | Course Title and Number5 | Course Title and Number6 | Course Title and Number7 | Course Title and Number8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Beginning Single Subject English teachers demonstrate the ability to teach the state-adopted academic content standards for students in English language arts and English language development. |  |  |  |  |  |  |  |  |
| 1. They understand how to plan and deliver instruction of increasing complexity in reading, writing, speaking, listening, and language to assure that students meet or exceed the standards. |  |  |  |  |  |  |  |  |
| 1. They understand how to make English Language Arts comprehensible to students at various English language proficiency levels and the need for students to use all forms of language as tools for thinking, learning, and communicating. |  |  |  |  |  |  |  |  |
| 1. They understand how to teach the skills for reading and comprehending complex literary and informational texts, interpreting meaning, analyzing structure of texts, and evaluating perspective. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers teach students how to produce argumentative, informative, and narrative text; implement the writing process; conduct research projects; and write for a range of disciplines, tasks, purposes, and audiences. |  |  |  |  |  |  |  |  |
| 1. They select appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text. |  |  |  |  |  |  |  |  |
| 1. They understand how to teach formal and informal speaking and listening skills, including collaboration, conversation, and presentation of knowledge and ideas. Beginning teachers understand how to teach vocabulary acquisition and use, Standard English conventions, and functions of language in various contexts. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers model and assist students to integrate technology and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others in this and other disciplines. |  |  |  |  |  |  |  |  |
| 1. They provide students the opportunity to integrate media and technology as integral tools in the classroom. |  |  |  |  |  |  |  |  |
| 1. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress in skills and concepts taught, and how to determine the effectiveness of instruction and students' proficiency after instruction. |  |  |  |  |  |  |  |  |