

CALIFORNIA STATE UNIVERSITY, FULLERTON  
MULTIPLE SUBJECT CREDENTIAL PROGRAM

READING/LANGUAGE ARTS PERFORMANCE OBJECTIVES

STUDENT'S NAME: \_\_\_\_\_ BLOCK #: \_\_\_\_\_ YEAR: \_\_\_\_\_

For each performance objective listed below, an "x" in the box notes the individuals who are required to evaluate the student's progress in meeting the objective. With the consent of the university instructor, a person other than the one indicated may be authorized to evaluate completion of an objective.

OBJECTIVES	VERIFICATION OF REQUIREMENTS MET		
	University Instructor	Master Teacher	Student Teacher
Upon completion of the program the student will demonstrate:			
1. Knowledge of the research related to teaching the language arts to the full range of learners.	x		x
2. Familiarity with California's Common Core State Standards for English-Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.	x		x
3. Familiarity with the California Preschool Learning Foundations in Language and Literacy.	x		x
4. Familiarity with current state literacy/language arts frameworks for preschool and K-12.	x		x
5. Knowledge of the role of the home and community in students' literacy development and the ability to learn from and collaborate with the home and community.	x	x	x
6. Knowledge of and ability to implement the components of effective instructional delivery in the language arts (e.g., orientation, presentation, structured practice, guided practice, and independent practice).	x	x	x
7. Knowledge of and ability to plan a systematic progression of instruction in the language arts.	x	x	x
8. Knowledge of and ability to teach the foundations of literacy, including:	x	x	x
a. print concepts	x	x	x
b. phonological and phonemic awareness	x	x	x
c. phonics and word recognition	x	x	x
d. fluency	x	x	x
9. Knowledge of the factors influencing comprehension, including language and background knowledge, and the ability to facilitate students' use of comprehension strategies (e.g., previewing, predicting, activating and developing prior knowledge, setting purposes, generating questions, summarizing, making connections, creating visual/graphic representations of text meanings) with texts of appropriately demanding levels of complexity.	x	x	x
10. Ability to promote students' comprehension of and use of evidence from <u>narrative</u> , including teaching students to:			
a. identify key ideas and details	x	x	x
b. determine the meaning of text language			
c. analyze text types and structures			
d. distinguish points of view or purposes			
e. integrate and evaluate content presented in different formats and media as well as in words			
f. compare and contrast various elements of two or more works of literature			
11. Ability to promote students' comprehension of and use of evidence from <u>informational</u> text, including teaching students to:			
a. identify key ideas and details	x	x	x
b. determine the meaning of text language			
c. analyze text structures and features			
d. identify text purposes			
e. interpret information presented in different formats and media as well as in words			
f. explain the author's use of reasons and evidence to support particular points in the text			
g. compare and contrast information from two or more texts			
12. Ability to provide appropriate scaffolding for student reading of challenging text.	x	x	x

OBJECTIVES	University Instructor	Master teacher	Student Teacher
13. Ability to teach students to write, including teaching students to: a. write a variety of text types for a variety of purposes, including writing that draws upon evidence from literary and informational texts b. produce clear, coherent, organized writing appropriate to the task, purpose and audience c. engage in planning, revising, editing, and rewriting d. use technology to produce and publish writing and to interact and collaborate with others e. conduct short as well as sustained research projects and present knowledge f. write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences	x	x	x
14. Ability to teach students to speak and listen, including teaching students to: a. prepare for and participate in a range of conversations and collaborations with diverse partners b. integrate and evaluate information presented in diverse media and formats c. ask and answer questions about information provided by a speaker d. present information, both orally and using media or visual displays e. use formal language in appropriate contexts	x	x	x
15. Ability to teach language, including: a. standard English grammar b. standard English capitalization, punctuation, and spelling c. vocabulary, including general academic and domain-specific words and phrases	x	x	x
16. Knowledge of the different literacy demands of the disciplines and ability to teach reading, writing, listening, speaking, and language in the content areas.	x	x	x
17. Knowledge of and ability to implement strategies for motivating students to progress in their literacy development, including promoting independent reading and creating a literacy-rich environment.	x	x	x
18. Ability to use a range of instructional materials, including State Board of Education adopted instructional materials for instruction and intervention, high quality literature, and expository texts, all of which reflect cultural diversity.	x	x	x
19. Ability to utilize entry-level, formative, and summative assessments (both informal and formal) to determine students' progress and plan appropriate instruction based on the results.	x	x	x
20. Knowledge of how to organize and manage instruction to meet the needs of the full range of learners (e.g., whole class instruction, flexible grouping, individualized instruction).	x	x	x
21. Attendance at one meeting of a professional organization (e.g., OCRA, CRA, IRA, CABE) where the teaching of language arts is discussed.	x		x

<b><u>If both placements are third grade and above:</u></b>	University Supervisor	Master Teacher	Student Teacher
The student teacher had extended opportunities to observe and participate in beginning reading instruction in a first-grade classroom.	x	x	x

Signed: \_\_\_\_\_  
 University Instructor

Date: \_\_\_\_\_

\_\_\_\_\_  
 Master Teacher, Semester I

Date: \_\_\_\_\_

\_\_\_\_\_  
 Master Teacher, Semester II

Date: \_\_\_\_\_

\_\_\_\_\_  
 University Supervisor, Semester I

Date: \_\_\_\_\_

\_\_\_\_\_  
 University Supervisor, Semester II

Date: \_\_\_\_\_

\_\_\_\_\_  
 Student

Date: \_\_\_\_\_

**NOTE: RETURN THIS FORM TO UNIVERSITY SUPERVISOR AT END OF FINAL SEMESTER OF PROGRAM WORK.**