

CALIFORNIA STATE UNIVERSITY, FULLERTON
 MULTIPLE SUBJECT CREDENTIAL PROGRAM

READING/LANGUAGE ARTS PERFORMANCE OBJECTIVES

STUDENT'S NAME: _____ BLOCK #: _____ ACADEMIC YEAR: _____

Objectives of the reading/language arts courses are listed below. After each objective are spaces for university instructors, master teachers, and student teachers to indicate with initials that the candidate has met the objective. An "X" in the box notes the individual who is required to evaluate the student's progress in meeting that 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:	EVIDENCE OF REQUIREMENTS MET		
	University Instructor	Master Teacher	Student Teacher
Upon completion of the program the student will demonstrate:			
1. Knowledge of the research on how children learn to read, including English Learners, children with reading difficulties, and proficient readers and the ability to develop instruction based on this knowledge.	x	x	x
2. Knowledge of the structure of the English language and the cognitive bases of reading.	x		x
3. Knowledge of the relationship of phonemic awareness to phonics and spelling and the ability to develop instruction that reflects this knowledge.	x	x	x
4. Ability to develop systematic, explicit instruction in phonics, decoding and word-attack skills, including structural elements.	x	x	x
5. Ability to develop explicit instruction in spelling that includes a logical sequence of word knowledge, orthographic patterns and frequently used words.	x	x	x
6. Understanding of the importance of fluency in reading, how to assess fluency, and ways to develop readers' fluency.	x	x	x
7. Ability to use explicit instruction in developing vocabulary and concept formation.	x	x	x
8. Knowledge of and ability to provide explicit instruction in comprehension, including the following:			
8.1 Developing and activating students' background knowledge	x	x	x
8.2 Comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences	x	x	x
8.3 Metacognitive strategies	x	x	x
8.4 Study skills strategies	x	x	x
9. Ability to develop a case study that demonstrates the ability to:			
9.1 conduct assessment and evaluation of reading performance.	x		x
9.2 plan and deliver reading instruction based on assessment and evaluation.	x		x
10. Knowledge of appropriate instruction for struggling readers and the ability to provide such instruction.	x	x	x
11. Ability to use a range of instructional materials including State Board of Education adopted core instructional materials for instruction and intervention, high quality literature, and expository texts, all of which reflect cultural diversity.	x	x	x
12. Ability to develop ways to promote extensive, independent self-selected reading of a variety of genres for a variety of purposes, including both fiction and nonfiction texts.	x	x	x
13. Knowledge of the interrelatedness of listening, speaking, reading, writing, and thinking skills and the ability to develop curriculum that integrates the language arts.	x	x	x
Objectives	University Instructor	Master teacher	Student Teacher

14. Knowledge of and ability to promote the use of oral language, including the ability to encourage speaking and listening proficiency by engaging students in oral language activities such as role playing, storytelling, informal discussions, and formal presentations.	x	x	x
15. Ability to utilize ongoing assessment to determine students' progress toward state-adopted content standards in listening and speaking, to analyze and interpret results, and plan appropriate instruction based on the results.	x	x	x
16. Knowledge of components of effective instructional delivery in writing and the ability to assess student writing.	x	x	x
17. Ability to effectively integrate the language arts with content areas of the curriculum.	x	x	x
18. Knowledge of curriculum, materials, and effective reading instruction for English Learners in relation to the content standards.	x	x	x
19. Knowledge of English language development and the professionals, materials, methods, and strategies used to support children in becoming speakers of English.	x	x	x
20. Knowledge of the role of home and community literacy practices as they relate to literacy development.	x		x
21. Knowledge of environmental, psychological, physical, cultural, and linguistic factors that influence motivation and the ability to learn to read, and the ability to provide instruction that reflects this knowledge.	x	x	x
22. Familiarity with the <i>Reading/Language Arts Framework for California Public Schools and English- Language Arts Content Standards</i>	x	x	x
23. Familiarity with some selections from the California State Department of Education's <i>Recommended Literature: Kindergarten through Grade Eight</i> and the ability to develop lessons based on this literature.	x	x	x
24. Knowledge of a variety of ways to organize a classroom for reading instruction to accommodate the needs of all students, including English Learners.	x	x	x
25. Knowledge of approaches to in-service in reading; professional organizations, journals, and texts as a source of knowledge; and local sources of materials for teaching reading.	x		x
26. Attendance at one professional meeting where the teaching of reading/language arts is discussed.	x		x

If both placements are third grade and above:	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

 Master Teacher, Semester I

 Master Teacher, Semester II

 University Supervisor, Semester I

 University Supervisor, Semester II

 Student

Date: _____

Date: _____

Date: _____

Date: _____

Date: _____

Date: _____

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