

**Program Matrix - Subject Area
English 6-12 (DOE Code 398)
University of Florida**

Subject Area Competencies and Skills (22th Edition)		Program Requirements				
		LAE 6365 Language Arts: Language and Composition	LAE 6366 Language Arts: Literature	LAE 6861 Technology and Media Literacy	TSL 6145 Curriculum and Materials Development for ESOL K-12	RED 5337 Reading in the Secondary School
English 6-12						
1. Knowledge of the effective use of the English language at the postsecondary level						
1.	Identify and analyze influences on language (e.g., social, cultural, ethnic, religious, historical, regional, and gender).	C			C	
2.	Identify and apply standard English grammar usage with proficiency.	C				
3.	Identify and apply the conventions of English capitalization, punctuation, and spelling with proficiency.	C				
4.	Identify and distinguish the effective use of sentence variety.	C				
5.	Identify and select appropriate reference materials to determine the meaning of a word, its pronunciation (e.g., homonyms, homophones), part of speech, synonyms and antonyms, and etymology.					C
6.	Determine and apply the connotation and denotation of key words.		C			
7.	Identify and analyze the structure and meaning of words according to their word parts (i.e., prefixes, root words, and suffixes).	C				
8.	Identify and interpret figurative language (e.g., idioms, figures of speech).	C				
9.	Identify and use general academic and domain-specific language.	C				
10.	Identify and apply methods of effectively assessing language skills.	C			C	
11.	Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach language skills.	C	C	C		
2. Knowledge of effective writing skills						
1.	Differentiate among various forms of writing (e.g., expository, narrative, persuasive, argumentative) in various texts.	C		C		
2.	Analyze arguments for evidence of logical reasoning and applicable, adequate support.	C		C		
3.	Identify and analyze effective organizational and stylistic choices in various forms of writing.	C				
4.	Identify and apply knowledge of the writing process (i.e., prewriting, drafting, revising, editing, proofreading, publishing).	C				

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5.	Differentiate and select appropriate forms of technology to enhance the writing process.	C		C		
6.	Identify and assess meaningful feedback to student writing.	C				
7.	Identify and apply strategies to instruct students in the selection and evaluation of relevant and reliable information from various resources.			C		
8.	Identify and apply knowledge of the research process (e.g., gathering relevant information, synthesizing, paraphrasing, citing information, avoiding plagiarism).	C				
9.	Identify audience and purpose and differentiate how they impact language and writing.	C		C		
10.	Identify and apply methods of effectively assessing writing skills.	C				
11.	Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach writing skills.	C		C		
3. Knowledge of literacy processes across genres						
1.	Analyze and apply techniques to understand levels of text complexity.		C			C
2.	Evaluate effective strategies to teach analysis of texts (e.g., imagery, semantic and syntactic structures, diction).		C			
3.	Select effective strategies to construct meaning from texts		C			
4.	Analyze and apply techniques to understand levels of text readability (e.g., quantitative and qualitative methods).		C			
5.	Determine the meaning of a word, phrase, paragraph, or text based on its context.		C			
6.	Identify and apply appropriate strategies (e.g., choral reading, readers' theater) to promote fluency (e.g., accuracy, prosody).		C			C
7.	Identify and determine how text structure (e.g., compare-contrast, cause and effect, chronological) impacts comprehension.					C
8.	Analyze reading performance to determine where a student falls on the reading continuum (i.e., frustration, instructional, independent).		C			
9.	Identify and apply methods of effectively assessing literacy processes.	C	C	C		
10.	Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach literacy processes.	C	C	C		

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4. Knowledge of a wide range of fiction, nonfiction, and informational texts						
1.	Analyze various literary and rhetorical devices (e.g., symbolism, style, allusion, irony, foreshadowing, tone, figurative language, syntax).		C			
2.	Evaluate the characteristics of various genres (e.g., drama, biography, speeches).		C			
3.	Evaluate the characteristics of various texts within and across literary movements.		C			
4.	Select a variety of methods for assessing the understanding of fiction, nonfiction, and informational texts.		C			
5.	Evaluate various texts using a range of critical approaches (e.g., gender, sociological).		C	C		
6.	Evaluate the characteristics of various texts within and across historical time periods.		C			
7.	Identify and differentiate among a range of historical and contemporary authors and speakers (e.g., American, Latin American, Asian, African, British) within and across time periods and genres.		C			
8.	Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach fiction, nonfiction, and informational texts.		C	C		
5. Knowledge of critical responses to media						
1.	Identify and apply effective techniques and technologies for listening, viewing, speaking, and presenting.			C		
2.	Analyze media to evaluate meaning, intent, effect, and technique.			C		
3.	Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach listening, viewing, speaking, and presenting			C		
4.	Identify and apply methods of effectively assessing listening, viewing, speaking, and presenting.			C		
6. Demonstration of the ability to response critically through an analysis of a literary selection						
1.	Demonstrate the ability to organize ideas around a clear and coherent thesis statement.	C				
2.	Incorporate relevant details and ample textual evidence to support thesis statement.	C				
3.	Demonstrate proficient use of postsecondary level standard written English (e.g., varied word choice and syntax, semantics, language conventions).	C				
4.	Use appropriate style to enhance the reader's interest and understanding.		C			