

Mother tongue language Content and Pedagogic Standards for Grade 1-4 Teachers

Content Standard	knowledge	Performance
<i>Standard 1</i> Language theories The competent mother tongue language teacher: understands concepts, principles, and theories of language acquisition.	• Understands the structure of the languages s/he teaches. • Understands and enriching language use through story telling. • Knows key ideas and details in a text. • Understands various language components in literacy development: phonemes (sounds of the language); morphemes (words and meaningful parts of words); semantics (meaning); and syntax (sentence structure and parts of speech)	• Explain and apply knowledge of syntax ,morphology, phonology, semantics, and phonetics as they relate to language acquisition • Demonstrates knowledge of language development and the role of language learning as it pertains to first language acquisition. • Identify the principles of first and second language acquisition theories • Identify first and second language acquisition processes

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Standard 2 Listening & speaking The competent mother tongue language teacher: demonstrates the knowledge of listening& speaking skills for effective teaching & learning development.	• Demonstrates the literal comprehension of oral messages in the language s/he teaches. • Understands strategies and techniques for teaching communication skills. • Understands factors that negatively affect the development of speaking skills of students	• Determine the intent of an oral message. • Models and teaches them to paraphrase sentences. • Uses types of oral fluency activities to promote students development of oral communication skills through the use of technology. • Uses and applies listening and speaking skills to improve basic literacy of students to: - encourage critical thinking - activate background knowledge - Motivate students to learn and develop their fluency in the language. - promote increased comprehension through improved listening & speaking approaches. • Asks and answers questions and share preferences on familiar topics. • Explains the importance of listening and speaking skills. • Identifies factors that negatively affect the development of speaking and listening skills. • Demonstrate speaking activities to create as many opportunities for students to speak, and give a chance to think about the topic.
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Standard 3 Reading Knows the knowledge of reading skills for effective teaching & learning in the development of basic reading skills.	• Understands a variety of age-appropriate strategies that promote reading. • Recognizes the value of reading aloud to learners using a variety of genres. • Understands reading as a process of constructing meaning through the interaction of the reader's existing knowledge and experience, the information suggested by written language, and the context of the reading situation. • Understands factors that negatively affect the development of reading skills of students. • Understands knowledge of word recognitions skills and strategies to read and comprehend text. • Understand information that is read, heard and viewed to apply strategies and skills on students learning. • Knows the orthography of the language s/he teaches.	• Reads aloud from a variety of genres to explain appropriate interpretation and appreciation. • Demonstrates range of reading and level of text complexity. • Selects literatures appropriate to the level and interests of the student. • Demonstrates the difference between guided and independent practice in reading and provide s students with frequent opportunities or both. • Demonstrates strategies that help teach and build students word power. • Demonstrates different forms of a word to recognize its meaning to use the word appropriately in sentences. • Uses reading skills in various ways that support students' fluency development. • Teaches students to use context and reference materials for the learning of word meanings. • Identifies factors that negatively affect the development of reading skills of students. • Demonstrates different forms of a word to recognize its meaning to use the word appropriately in sentence • Uses and teaches words in a variety of ways to: - promote thinking
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		- create interest in topics they read. - connect what students know with what they are going to learn by activating or developing background knowledge. • Engage students in group reading activities with purpose and understanding. • Uses and teaches pictures to gain meaning of new words from text read aloud. • Retell, reenact, or dramatize stories or parts of stories, including personal events, familiar stories. • Ask and answer questions and describes key details in a text. • Retell stories, including key details, and the central message or lesson. • Explain and use information gained from the illustrations and words in a print or digital text of its characters, setting, or event.
Standard 4 Writing Knows the knowledge of writing skills for effective teaching writing in the development of basic literacy skills.	• Understands a variety of age-appropriate strategies that promote writing. • Understands phonological, word analysis, and vocabulary strategies. • Understands the relationships among oral language, written language, and the basic concepts of print. • Understands skills and strategies involved in writing for various purposes and audiences, incorporating knowledge of	• Uses concepts of print (e.g., alphabet, upper/lower case, directionality, words v. sentence, punctuation, etc) for the language s/he teaches. • Uses a wide range of instructional skills and strategies involved in writing for various purposes, resources and technologies to support, writing. • Create opportunities for students to write and communicate • Demonstrates the developments of

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	grammar' mechanics and the critical analysis of written work in terms of organization, clarity, and style. • Understands critical thinking skills to comprehend written, spoken, and visual information. • Demonstrates the conventions of writing and provide instruction to help students develop and apply writing conventions. • Recognizes writing is a developmental process and provide instruction that helps students develop competence in written communication.	writing conventions (including the physical and cognitive processes involved in letter formation , word writing ,sentence construction , spelling , punctuation , and grammatical expression) and recognizes that individual variations occur. • Demonstrates the developments of writing conventions (including the physical and cognitive processes involved in letter formation , word writing ,sentence construction , spelling , punctuation , and grammatical expression) and recognizes that individual variations occur. • Construct sentence by using different words.
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<i>Pedagogic</i>	Knowledge	Performance
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Standards		
Standard 1 The competent Mother tongue teacher understands and uses good pedagogical skills.	• Understand the role of word play, games and dramatization for language development. • Understands how to design, select, modify, and evaluate materials that reflect curriculum goals, current knowledge, and the interests, motivation, and needs of individual learners. • Understands and is sensitive to the diversity that exists among learners and how differences influence reading, learning, and communicating. • Understands cultural, linguistic, and ethnic diversity and recognizes the positive contributions of diversity. • Understands the role of motivation and interest in learning to read and write. • Importance of aligning assessment with curriculum and instruction.	• Engages students in word play, games, and dramatization activities. • Promotes the development of an environment that fosters interest and growth in all aspects of literacy. • Models reading aloud. • Practices effective listening techniques. • Provides students with appropriate and constructive evaluation and feedback. • Uses a variety of instructional strategies and devices to be inclusive of all learners' needs. • Demonstrate knowledge of teaching and learning strategies that engage students in active learning opportunities that foster critical thinking, problem solving, and performance capabilities. • Identifies active learning /student-centered methods
Standard 2 The competent Mother tongue teacher understands the nature of reading, writing, listening, and speaking, how it develops, and the implications of its many uses for instructional programs.	• Knows the organization of phonics instruction. • Knows how to teach the letters of the alphabet. • Knows ways to teach phonics effectively, including word analogies, word sorting, and systematic explicit instruction. • Knows how to teach basic concepts of print (where to begin reading on a page and that print refers to speech, directionality, text format, concept of word, punctuation, etc.). • Knows how to use books, poetry, and songs as the basis for early fluency development. • Knows how oral language activities can be used effectively to teach reading. • Knows a variety of approaches for developing and assessing phonemic awareness, including activities that encourage rhyming and the blending,	• Teaches the letters of the alphabet, concepts of words punctuation, etc in organized way. • Motivate student to read. • Use books, poetry, and songs as the basis for early fluency. • Integrate the four language arts (reading, writing, listening and speaking) through his instruction. • Provides oral language experiences that extend language growth and support reading development. • Engages students in various types of discussion and talks about texts that are read to them. • Engages students in readers' theater, choral reading, and other oral language activities that are related to reading. • Reads to students in ways that support fluency development.

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	manipulation, and segmentation of phonemes. • Understands reading as a process of constructing meaning through the interaction of the reader's existing knowledge and experience, the information suggested by written language, and the context of the reading situation. • Understands the roles of motivation and interest in learning to read. • Recognizes the relationships among the four language arts (reading, writing, listening, and speaking) and knows how to provide opportunities to integrate these through instruction.	• Encourages independent reading by students. • Uses strategies for developing fluency, including shared reading, choral reading, repeated reading, and dramatization.
<i>Standard 3</i> The competent Mother tongue teacher knows the benefits and limitations of various materials and selects and uses these materials appropriately.	• Knows a variety of materials that can be used for teaching reading, including trade books (both fiction and nonfiction), commercially available basal readers or anthologies, magazines, predictable and decodable texts, and electronic media.	• Analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors. • Uses students' interests, knowledge and experiences, cultural backgrounds, and developmental levels as the basis for selecting materials.

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Standard 4 The competent mother tongue teacher plans and teaches lessons that support and extend students' language abilities with a variety of materials and assesses students' reading comprehension.	• Understands the concepts of individual, social and cultural diversity and their impact on communication. • Knows that oral reading fluency requires accuracy, speed, and expression and understands its role in reading development. • Understands the relationship between oral and silent reading. • Knows the relationship between listening comprehension and reading comprehension. • Knows how types of questions affect reading comprehension and how they can be used to promote comprehension and learning.	• Responds to dialect differences or developmental speech problems in oral reading and speaking.. • Reads to students in ways that support fluency development. • Encourages independent reading by students. • Assesses students' fluency by listening to them read. • Encourages students to respond personally to literary and informational materials and helps them to connect their prior knowledge and experiences to text. • Plans and teaches guided reading lessons that model and guide students' use of comprehension strategies before, during, and after reading text. • Teaches students to use a variety of book features (such as table of contents and index), and organizational patterns common to informational text to improve understanding and recall of text. • Plans and teaches lessons on how to preview and prepare to read a text effectively. • Plans and teaches lessons on how to monitor comprehension and how to correct confusions and misunderstandings that arise during reading. • Encourages students to write about what they read in order to improve understanding.
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Standard 5 The competent mother tongue language teacher knows that all instruction should be based upon an assessment of students' current knowledge and abilities.	• Understands the use of standardized and informal reading assessments, including on-going observations. • Understands the implications of cultural, linguistic, and ethnic differences for interpretation of assessments. • Recognizes technological resources appropriate to students' knowledge and ability.	• Determines students' independent, instructional reading levels. • Provides continuous monitoring of students' progress through observations, work samples, and various informal assessments. • Responds to dialect differences or developmental speech problems in oral reading. • Assesses students' reading attitudes, motivation, and interest through observations and other informal means. • Utilizes assessment information to plan instruction. • Encourages and supports students' evaluation of their reading ability.
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