<table>
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<th>Rubric Items based upon ILA-2010 Standards</th>
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<tbody>
<tr>
<td>1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.</td>
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<td>1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.</td>
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<td>2.1 Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.</td>
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<td>2.2 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.</td>
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<td>2.3 Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.</td>
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<td>4.1 Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.</td>
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<td>4.3 Candidates develop and implement strategies to advocate for equity.</td>
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<td>5.1 Candidates design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.</td>
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<td>5.2 Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.</td>
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<td>5.3 Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).</td>
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<td>5.4 Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.</td>
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<td>6.2 Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.</td>
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<tr>
<td>6.3 Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.</td>
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