having a shared form of English facilitates communication across societal divisions. However, they respect that dialects or languages may be important to students’ home and community lives and understand that these contribute to students’ learning and feelings of belonging. Consequently, while protecting the integrity of their students’ primary dialect or language, they help every student gain command of academic English.

Accomplished teachers are extensive readers, and they know a wide range of children’s and young adult literature that includes both fiction and non-fiction texts. They provide students with access to a variety of classic and contemporary texts in various genres, including fables, folktales, myths, biographies, and works from varied perspectives and different ethnic and cultural traditions. These texts represent a range of subject-matter areas, styles, and communicative purposes. Teachers might challenge any prejudices that students hold with a study of texts that counter stereotypes. Teachers use a broad base of texts to develop students’ analytical skills and strategies as well as their aesthetic capabilities. For instance, students might study advertisements to analyze media critically and understand the persuasive properties of advertising. The students of accomplished teachers learn to read for different purposes, such as deriving factual knowledge, attaining critical understanding, and seeking personal enjoyment.

Accomplished teachers introduce students to the interpretation of a wide variety of fiction and nonfiction, thereby helping them understand how authors organize and express ideas for different purposes using various forms and text structures. Teachers help their students employ text structures to aid their comprehension of dense, disciplinary texts. They provide opportunities for students to generate written texts, such as experimental reports that include content vocabulary, symbols, charts, graphs, and visualizations. These teachers enrich their curricula by supplementing printed texts with various media and the arts, which reinforce the need to read, view, and listen critically. Teachers encourage students to generate multiple interpretations and provide rationales for their conclusions. They also act on students’ interests to design meaningful projects and provide choices for independent reading. Consequently, teachers foster students’ abilities to understand multiple perspectives while instilling within them a lasting love of reading.

Accomplished teachers are adept at implementing multiple assessments and opportunities to observe students’ progress in reading, writing, speaking, listening, viewing, and multimodal representation. They evaluate their students’ current strengths and determine what they need to learn next. Teachers know that language is learned through approximation and that making mistakes is an integral part of learning. They provide students with multiple opportunities to demonstrate what they know, what interests them, and how they interpret texts. They provide students with chances to engage in self-assessment while receiving constructive feedback from their peers and teachers. Accomplished teachers excel at using a wide range of response activities, such as journals, dramatic productions, informal presentations, and report writing for the purpose of ongoing assessment. These and other activities provide teachers numerous opportunities to differentiate processes as they measure
Accomplished teachers incorporate their students’ language skills and strategies into other areas of their curricula. They understand that reading, writing, speaking, listening, viewing, and multimodal representation are employed throughout school curricula, and they emphasize their usefulness in all subject areas as well as nonschool settings. Teachers also understand and communicate to their students the importance of multimedia literacy in an information-rich, global society. They design significant tasks across curricula that help students appreciate the usefulness of reading, writing, speaking, listening, viewing, and multimodal representation as tools for learning, as ways of acquiring and organizing new information, and as a means of enjoyment.

Mathematics

Accomplished teachers have a command of the mathematical content knowledge required to teach students ages 7–12 and beyond. They know and understand the major concepts and procedures that define number, including operations and the problems they solve, geometry, measurement, and statistics and probability. They are also cognizant of algebraic thinking topics that include work with patterns, expressions and equations, functions, and ratio and proportion. Teachers are well versed in important mathematical practices, particularly the critical role of problem solving and reasoning in mathematics teaching and learning. They routinely stress the importance of problem solving and encourage their students to make sense of the problems they are solving and to persevere in solving them.

Accomplished teachers recognize that an important, albeit sometimes unwritten, expectation of mathematics learning at these levels is the development of number sense. This instructional trajectory begins with counting and advances to include place value, operations, mental mathematics, and estimation, all directed toward computational fluency with whole numbers and fractions (defined here as a/b fractions, decimals, and common percents). Mathematics at these levels includes important geometric concepts and vocabulary involving shape, as well as applications involving measurement, such as perimeter, area, and volume. Problem-based contexts provide students with opportunities to gather and analyze data. Teachers at these levels also know that much of their work with early algebra, including expressions, equations, and functions, serve as foundational building blocks to more formal experiences in algebra at the middle and high school levels.

Accomplished teachers comprehend how knowledge in mathematics is organized and sequenced and how it is connected to other subject areas. Teachers recognize that how children learn mathematics and which mathematics children should learn are topics of ongoing research. They know how to build on children's informal understandings as a link to more formal mathematics. For example, they may share eight objects among three students to have them think about how to use division and to help them understand fractions and mixed numbers. Accomplished teachers