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