

2.5 Utilizes Colorado P-12 Academic Standards in Reading and Writing for the improvement of instruction. (C: 1.5)

	CO	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Pre-Reading Activities	5.01.7 i-k	No evidence OR fails to include at least one example of each of the following in a written plan OR provides no evidence of implementing at least one of the pre-reading strategies successfully:	Plans a variety of prereading strategies in content lessons that will ensure comprehension of text and successfully implements at least one of these plans. At least one example of a-j (below) must be documented:	Plans and implements a variety of prereading strategies in daily plans and in TWS that ensure comprehension of text. At least one example of each of the following must be documented:	Meets criteria for "Proficient" and demonstrates fluency and consistency in applying effective pre-reading content literacy practices across many lessons
		<ul style="list-style-type: none"> a. Utilizes strategies to judge whether prior knowledge is adequate prior to reading, e.g. KWL, quik/writes, discussion, pre-test, anticipation guides b. Includes activities that develop the prerequisite background knowledge about content area topics (e.g. reading materials, videos, pictures, web activites) c. Establishes goals or purposes for reading d. Assesses and adjusts reading rlative to student interests e. Implements indirect and direct vocabulary-building activities that teach the meaning of important technical/academic vocabulary (e.g., formal definitions, graphic organizers, feature analysis, multiple meanings, idiomatic expressions, contextual analyses) f. Uses mapping techniques that enable students to see relationships among ideas about the topic (e.g., semanic webs) g. Requires students to review and make predictions about the text h. Requires examination of the physical features of the text, such as different kinds of typefaces or headings and subheadings, to make predictions i. Requires students to generate questions they would like answered about the topic j. Encourages independence in content literacy through incorporating/teaching of study skills (e.g., note taking, test taking) 			
During Reading		No evidence OR fails to include at least one example of each of the following in a written plan OR provides no evidence of implementing at least one of the during reading strategies successfully:	Plans a variety of during reading strategies in content lesson plans that will ensure comprehension of text. At least 3 examples from the following must be documented:	Plans and implements a variety of reading strategies in content lesson plans and in TWS that ensure comprehension of text. At least 5 examples from the following must be documented:	Meets criteria for "Proficient" and demonstrates fluency and consistency in applying effective reading content literacy practices across many demonstrations of lesson plans:
		<ul style="list-style-type: none"> a. Study guides that apply organizational frameworks as a way to understand and remember (e.g., graphic organizers) b. Study guides or other activites that assist students to understand various expository text structures or patterns c. Story maps or use other graphic organizers to help them organize information from the text d. Self-questioning activities that require students to clarify and monitor their comprehension e. Activities that require construction of mental images as they read f. Activities that require response to factual and inferential questions, e.g., DRTA (Directed Reading-Thinking Activity), CORI lessons (Concept Oriented Reading Instruction) g. Activities that require summarization h. Literature logs and journals that require prediction, summarization, interpretation i. Paired/cooperative learning activities (e.g., reciprocal teaching) 			

Post Reading	No evidence OR fails to include at least one example of each of the following in a written plan OR provides no evidence of implementing at least one of the post-reading strategies successfully: a. effective questioning and discussion that includes both inferential and literal comprehension b. student presentation of information through a variety of means (e.g., oral reports, visual representations, media shows, book reviews)	Plans post-reading strategies in content lesson plans that will ensure comprehension of text. At least 3 examples from the following must be documented:	Plans and implements a variety of post-reading strategies to ensure comprehension of text, including examples from a and b (below):	Meets criteria for "Proficient" and demonstrates fluency and consistency in applying effective post-reading content literacy practices across many demonstrations of lesson plans:
Independent Reading	No evidence or independent reading in classroom AND/OR is ineffectively planned or structured	Plans at least one example of effective independent student reading activities, preparing students and assuring learning	Plans and implements at least one example of effective independent student reading activities, preparing students and assuring learning	Plans frequent effective independent student reading activities, preparing students and assuring learning
	No evidence of using reading for students to accomplish a variety of tasks (reading for pleasure, information, and to solve problems)	Plans reading instruction for more than one of these tasks but may not implement the plans: reading for pleasure, information, and to solve problems	Plans and implements at least one example of reading instruction for each of these tasks: reading for pleasure, information, and to solve problems	Meets criteria for "Proficient" and shows advanced skills by demonstrating numerous effective examples
	No evidence of using text other than basal textbook	Plans reading tasks involving at least one example of literary texts (e.g., stories, poems, drama) and one example of expository text (e.g., essay) in addition to/instead of basal textbook	Plans and implements reading tasks involving at least one example of literary texts (e.g., stories, poems, drama) and one example of expository text (e.g., essay) in addition to/instead of basal textbook	Meets criteria for "Proficient" and shows advanced skills by demonstrating numerous effective examples
	No evidence of planning or implementing strategies for motivating reading for groups or individual students	Plans at least one example of a strategy to motivate reading in lesson plans (e.g., strategy to motivate reluctant reader)	Plans and implements at least one example of a strategy to motivate reading in lesson plans	Demonstrates flexibility and creativity in motivating all students to independently read, applying different strategies to assure different students will read independently
Writing	No evidence of use of writing in teaching content	Plans lessons in which writing is used to enhance content knowledge for at least 2 different purposes (e.g., writing persuasively, brainstorming) but may not implement the lesson	Plans and implements at least two types of writing in content lessons: writing persuasively, brainstorming	Meets criteria for "Proficient" and demonstrates fluency and consistency by implementing a variety of different purposes of writing consistently, across time in teaching
	No evidence of use of writing in teaching content	Plans lessons in which at least 2 different types of writing are incorporated, e.g. quick writes/free writes/writing to learn, learning logs, journals (dialogue, strategic, double-entry), writing to inquire/research	Plans and implements a variety of types of writing to improve content knowledge (at least 4); these could include quick writes/free writes/writing to learn, learning logs, journals (dialogue, strategic, double-entry), writing to inquire/research, etc.	Meets criteria for "Proficient" and demonstrates fluency and consistency by implementing a variety of types of writing consistently, across time in teaching

Writing	5.01.7 m	No evidence of use of writing in teaching content	Plans lessons that address at least 2 of the components of the writing process (K-12/secondary) OR plans lessons that address all components of the writing process (planning, composing, revising, editing, publishing); students may not have the opportunity to teach the plans	Plans and implements lessons that incorporate all components of the writing process (planning, composing, revising, editing, publishing)	Meets criteria for "Proficient" and demonstrates fluency and consistency by implementing the complete writing process consistently in teaching content

Operationalization/Criteria:

Guidelines for Admission to Education: *Not evaluated at admission to education*

Guidelines at Admission to Student Teaching:

1. Benchmark at admission is: *Utilizes a variety of literature strategies to teach academic content, including pre-reading, during reading, and post-reading strategies.*
2. This benchmark requires a rating of "Developing" on all dimensions.
3. To evaluate, review all lesson plans and the unit included in the portfolio for this standard. The OVERALL rating is an average of the ratings on the dimensions.

Examples of Evidence: Portfolio exhibits of lesson plans and units, field experience ratings by classroom teachers may address 2.5.

Guidelines for Program Completion/Student Teaching:

1. Required for program completion are ratings of "Proficient" on all dimensions.
2. Observe a variety of lessons in different content areas of responsibility in the student's lesson plan book.
3. Observe student teacher's ability to implement content literacy strategies in teaching.
5. Consistency = requires fluency/repetition, including documentation of competence in each content area, in TWS and daily plans.
6. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *In her TWS on "Nation Building," she incorporated the following content literacy strategies: a class wiki, a research paper on a the Federalist Papers, 4 quick writes in class, and Inspiration-created graphic organizers for pre-reading and during reading activities*

Examples of Evidence:

TWS, Portfolio exhibits of lesson plans and units, lesson plan book of daily lessons, direct observation of teaching, interview with cooperating teacher/mentor

Rationale:

Conley, M.W. (2008). *Content area literacy: Learners in context*. Boston, MA: Allyn & Bacon

Cox, C. (2007). *Teaching language arts: A student-centered classroom*, 6th ed. Boston, MA: Allyn & Bacon.

Graham, S., & Harris, K. (2005). *Writing better: Effective strategies for teaching students*. Baltimore, MD: Paul H. Brookes Publishing Company, Inc.

MacArthur, C.A., Graham, S., & Fitzgerald, J. Eds. (2007). *Best practices in writing instruction*. New York: Guildford Press.

MacArthur, C.A., Graham, S., & Fitzgerald, J. Eds. (2008). *Handbook of writing research*. New York: Guildford Press.

Mariconda, B. (2001). *Step-by-step strategies for teaching expository writing*. New York, NY: Scholastic Professional Books

Maxwell, R., Meiser, M. & McKnight, K.S. (2010). *Teaching English in middle and secondary schools*, 5th ed. Boston, MA: Allyn & Bacon.

McKenna, M., & Robinson, R.D. (2009). *Teaching through text: Reading and writing in the content areas*. Boston, MA: Allyn & Bacon.

Nagin, C., and National Writing Project (2003). *Because writing matters*. San Francisco, CA: Jossey-Bass.

National Commission on Writing (2003). *The neglected 'R': the need for a writing revolution*. College Entrance Examination Board. Available at http://www.writingcommission.org/prod_downloads/writingcom/neglectedr.pdf.

National Reading Panel Final Report. Available at www.nationalreadingpanel.org/.

Norton, D.E., & Norton, S. (2010). *Through the eyes of a child: An introduction to children's literature*. Boston, MA: Allyn & Bacon.

Reading for the 21 century: Adolescent literacy teaching and learning strategies. Alliance for Excellent Education. Available at www.all4ed.org/sitemap.html#Literacy.