

**Literacy (Reading/Writing) - 7-12/K-12**

**2.1 Plans and organizes literacy instruction based on content needs. (C: 1.1)**

Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
<b>2.1a Matches students to appropriate reading materials.</b>			
No evidence of selection of reading material for students	Demonstrates ability to evaluate reading materials for readability but may not implement with students	Provides at least one example of evidence that s/he evaluated reading materials for readability and matched materials OR provided accommodations to ensure appropriateness of material	Demonstrates advanced skills by providing numerous examples of determining students' reading levels and the readability of materials and matching materials/providing accommodations to ensure appropriateness of material
<b>2.1b Uses resources, including young adult literature, published instructional materials, library resources, &amp; technology</b>			
No evidence OR no examples of teaching resources other than basal textbook materials in reading plans  a. Literature for children and youth b. Published/commercial instructional materials c. Library resources/resources from the curriculum center d. Technology resources e. Teacher-constructed resources	Plans lessons that include all of the following but may not have the opportunity to teach from the plans:	Plans and implements reading lessons that include all of the following but may not have the opportunity to teach from the plans:	Meets the criteria for "Proficient" and demonstrates advanced skills by using a range of resources for teaching reading, planning different resources to meet individual needs of students
<b>2.1c Creates an effective literacy environment, including time and space management.</b>			
No evidence of scheduling literacy instruction	Schedules instruction that includes literacy and sufficient time for instruction and independent practice/reading, but may not have the opportunity to implement instruction	Schedules and implements instruction that includes literacy and sufficient time for instruction and independent practice/reading,	Demonstrates advanced skills by changing schedules for lessons that include literacy to enhance instruction and/or opportunities for independent reading
No evidence of planning the physical classroom environment to enhance literacy achievement	Incorporates plans for using the physical environment to enhance literacy achievement (e.g., literacy stations, word walls)	Plans and implements a physical environment that enhances literacy achievement (e.g., literacy stations, word walls)	Demonstrates advanced skills by frequently changing the physical environment to improve literacy achievement
No evidence of grouping strategies for instruction (e.g., flexible grouping)	Plans assessments that can be used to group students and can schedule classroom activities and plan for a variety of grouping structures -- but may not implement them	Plans and implements assessments that group students and schedule classroom activities, including flexible grouping structures	Meets criteria for "Proficient" across a time, using flexible grouping for instruction based on assessment data and frequently changing composition of groups based on student learning

<b>2.1d Plans and organizes writing instruction based on conducting ongoing assessments, developing a body of evidence, and using formal and informal assessments to plan instruction</b>			
No evidence of assessment of writing	Plans lessons that include assessment and monitoring or writing but may not have the opportunity to teach from the plans	Plans and monitors at least one lesson that includes writing assessment and develops instructional goals for individual students or for groups based on data	Meets the criteria for "Proficient" and demonstrates advanced skills by assessing and monitoring written expression of a group of students over time and altering instruction based on data
No evidence of assessment of writing	Administers at least one example or a formal or informal assessment and interprets and reflects on results of assessment	Plans, administers, and interprets student writing using at least one example of informal assessment (e.g., analysis of students' writing samples, unit assessments) and formal assessments (e.g., MAPP, CSAP, standardized test)	Meets the criteria for "Proficient" and demonstrates advanced skills by utilizing a variety of formal and informal assessments with a group of students over time and altering instruction based on data

**Operationalization/Criteria:**

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

**Guidelines at Admission to Student Teaching:**

1. Benchmark at admission is: *Plans and organizes literacy instruction in the content areas.*
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 areas of responsibility in the student's lesson plan book.
4. Review K-12 student performance data and any ILPs/IEPs for student for whom student is responsible.
5. Directly observe literacy environment.
6. Interview teacher and mentor/cooperating teacher about use of literacy and use of data.
7. Observe during direct instruction and independent reading.
8. Consistency = requires fluency/repetition, including documentation of competence across a variety of literacy skills.
9. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *He developed a unit on photography that utilized a variety of texts (technical materials, biographies and autobiographies, art criticism, and poetry. He evaluated texts for readability and matched them to students' reading levels.*

### Examples of Evidence:

TWS, lesson plans and units, lesson plan book of daily lessons, direct observation of teaching, videoclips of teaching, examples of student assessments, ILPs and IEPs, interviews cooperating teacher/mentor, examples of assessment reports, monitoring data

### 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](http://www.writingcommission.org/prod_downloads/writingcom/neglectedr.pdf).

National Reading Panel Final Report. Available at [www.nationalreadingpanel.org/](http://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](http://www.all4ed.org/sitemap.html#Literacy).

Strong, W.J. (2006). *Write for insight: Empowering content area learning, grades 6-12*. Boston, MA: Allyn & Bacon.

Vacca, R.T., & Vacca, J. L. (2010). *Content area reading: Literacy and learning across the curriculum*, 10th ed. Boston, MA: Allyn & Bacon.

### Websites:

National Writing Project: <http://www.nwp.org/cs/public/print/resource/922>

Reports from the National Commission on Writing (College Board):

Writing, Technology, and Teens: [http://www.writingcommission.org/prod\\_downloads/prof/community/PIP\\_Writing\\_Report\\_FINAL.pdf](http://www.writingcommission.org/prod_downloads/prof/community/PIP_Writing_Report_FINAL.pdf)

Writing and School Reform: [http://www.writingcommission.org/prod\\_downloads/writingcom/writing-school-reform-natl-comm-writing.pdf](http://www.writingcommission.org/prod_downloads/writingcom/writing-school-reform-natl-comm-writing.pdf)

<http://its.leesummit.k12.mo.us/writing.htm>

[www.engl.niu.edu/wac/journals.html](http://www.engl.niu.edu/wac/journals.html) (using journaling)

[www.howard.k12.md.us/langarts/Curriculum/](http://www.howard.k12.md.us/langarts/Curriculum/) (subject area reading strategies)

<http://www.ncte.org/strategies.htm#SUBJECT%20AREA> (reading across the curriculum strategies)

[http://www.internet4classrooms.com/lang\\_write\\_elem.htm](http://www.internet4classrooms.com/lang_write_elem.htm)

[www.tea.state.tx.us/reading/practices/redbk4.pdf](http://www.tea.state.tx.us/reading/practices/redbk4.pdf) (research based content area reading instruction)

<http://www.litandlearn.lpb.org/>

<http://research.renlearn.com/research/pdfs/62.pdf> (readability determinations)