

2.4 Supports reading through oral and written language development including: (C: 1.4)

Note: Content Area Writing is also addressed in Standard 2.8 for all students; spelling is addressed in Standard 2.2.

	CO	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Oral Proficiency All Students	5.01.7 a-c	No evidence of lessons	Plans at least one lesson that includes K-12 students' oral communication in a significant way (e.g., oral presentations, small group discussion)	Plans and implements more than one lesson that includes K-12 students' oral communication in a significant way (e.g., oral presentations, small group discussion)	Frequently incorporates different types of oral communication in significant ways in lessons
		No evidence of strategies to enhance oral proficiency	Plans and implements explicit instruction to teach oral communication skill (e.g., specific type of speech such as persuasive speech or debate, matching content to audience, speech organization, interpersonal communication skills, discussion skills, etc.)	Plans and implements explicit instruction to teach an oral communication skill (e.g., specific type of speech such as persuasive speech or debate, matching content to audience, speech organization, interpersonal communication skills, discussion skills, etc.)	Demonstrates numerous examples of effective explicit instruction of different oral communication skills
Writing K-6/English Language Arts/LDE/SPED	501.7	No evidence of lesson plans to explicitly teach any writing skills listed below using evidence-based strategies:	Plans and implements systematic, explicit, evidence-based techniques to teach some of the skill areas listed below; lessons must be somewhat independent of basal lesson plan and commercial/published learning materials:	Plans and implements systematic, explicit, evidence-based techniques to teach each of the skill areas listed below; lessons must be somewhat independent of basal lesson plan and commercial/published learning materials:	Meets criteria for "Proficient" and documents multiple, well-sequenced examples for at least 8 of the 9 areas
	5.01.7n	a. Formal language patterns (e.g., correct grammar and forms)			
	5.01.7n	b. Academic vocabulary			
	5.01.7p	c. Mechanics (e.g., capitalization, punctuation, handwriting)			
	5.01.7q	d. Sentence structure (e.g., complete sentences, varied sentences)			
	5.01.7r	e. Organization and paragraphing			
	5.01.7s	f. Clarity, descriptiveness, and elaboration			
	5.01.7m	g. Strategies for each step in the writing process: planning, composing, revising, editing, and publishing			
		h. Strategies to teach writing for a variety of purposes, for different audiences, and in multiple genres in daily lessons and unit plans			
		g. Incorporation of word processing or other appropriate technology			

Operationalization/Criteria:

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

Guidelines at Admission to Student Teaching:

1. Benchmark at admission for students preparing to be K-12 and 7-12 teachers is "Developing" for oral proficiency: *Plans lessons that include significant oral communication skills.*
2. Benchmark at admission for students preparing to be elementary, English language arts, linguistically diverse, and special education is "Developing" on all dimensions: *Plans and implements systematic, explicit, evidence-based techniques to teach some oral communication and writing skills.*

Examples of Evidence: Lesson plans and units, field experience ratings by classroom teachers may address 2.4, possible videoclip

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 a variety of strategies to teach writing and oral communication (elementary, English, linguistically diverse, special education).
5. Consistency = requires fluency/repetition, including documentation of competence for different writing skills, 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.: *During the semester she taught from the Six Trait writing program, individualizing and supplementing instruction with additional teacher constructed materials (learning center activities) and tutorial software in all 8 areas in the rubric.*

Examples of Evidence:

TWS, lesson plans and units, lesson plan book of daily lessons, direct observation of teaching, videoclips of teaching, examples of student work, 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: Guilford Press.

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

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

Writing and School Reform: 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 (using journaling)

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

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

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