## Literacy (Reading/Writing) - 7-12/K-12
### 2.1 Plans and organizes literacy instruction based on content needs. (C: 1.1)

<table>
<thead>
<tr>
<th>Basic (1.0 - 1.9)</th>
<th>Developing (2.0 - 2.9)</th>
<th>Proficient (3.0 - 3.9)</th>
<th>Advanced (4.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1a Matches students to appropriate reading materials.</strong></td>
<td><strong>2.1b Uses resources, including young adult literature, published instructional materials, library resources, &amp; technology</strong></td>
<td><strong>2.1c Creates an effective literacy environment, including time and space management.</strong></td>
<td></td>
</tr>
<tr>
<td>No evidence of selection of reading material for students</td>
<td>Demonstrates ability to evaluate reading materials for readability but may not implement with students</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>No evidence OR no examples of teaching resources other that basal textbook materials in reading plans</td>
<td>Plans lessons that include all of the following but may not have the opportunity to teach from the 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</td>
<td>Plans and implements reading lessons that include all of the following but may not have the opportunity to teach from the plans:</td>
<td>Meets the criteria for &quot;Proficient&quot; and demonstrates advanced skills by using a range of resources for teaching reading, planning different resources to meet individual needs of students</td>
</tr>
<tr>
<td>No evidence of scheduling literacy instruction</td>
<td>Schedules instruction that includes literacy and sufficient time for instruction and independent practice/reading, but may not have the opportunity to implement instruction</td>
<td>Schedules and implements instruction that includes literacy and sufficient time for instruction and independent practice/reading,</td>
<td>Demonstrates advanced skills by changing schedules for lessons that include literacy to enhance instruction and/or opportunities for independent reading</td>
</tr>
<tr>
<td>No evidence of planning the physical classroom environment to enhance literacy achievement</td>
<td>Incorporates plans for using the physical environment to enhance literacy achievement (e.g., literacy stations, word walls)</td>
<td>Plans and implements a physical environment that enhances literacy achievement (e.g., literacy stations, word walls)</td>
<td>Demonstrates advanced skills by frequently changing the physical environment to improve literacy achievement</td>
</tr>
<tr>
<td>No evidence of grouping strategies for instruction (e.g., flexible grouping)</td>
<td>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</td>
<td>Plans and implements assessments that group students and schedule classroom activities, including flexible grouping structures</td>
<td>Meets criteria for &quot;Proficient&quot; across a time, using flexible grouping for instruction based on assessment data and frequently changing composition of groups based on student learning</td>
</tr>
</tbody>
</table>
### 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.
3. Review K-12 student performance data and any ILPs/IEPs for student for whom student is responsible.
4. Directly observe literacy environment.
5. Interview teacher and mentor/cooperating teacher about use of literacy and use of data.
6. Observe during direct instruction and independent reading.
7. Consistency = requires fluency/repetition, including documentation of competence across a variety of literacy skills.
8. 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:
Reading for the 21 century: Adolescent literacy teaching and learning strategies. Alliance for Excellent Education. Available at www.all4ed.org/sitemap.html#Literacy.

Websites:
Reports from the National Commission on Writing (College Board):
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)
www.tea.state.tx.us/reading/practices/redbk4.pdf (research based content area reading instruction)
http://research.renlearn.com/research/pdfs/62.pdf (readibility determinations)