



Course Syllabus

COURSE NUMBER: EDUC 3180.01	COURSE TITLE: Children's Literature	TERM: Fall, 2007
SITE: TBA	INSTRUCTOR CONTACT INFORMATION: Dr. Carol R. Hoyt 314-961-2660 #8058 crhoyt@webster.edu	CREDIT HOURS: 3

1. COURSE DESCRIPTION:

This course is designed to provide upper division education students (early childhood, elementary) an opportunity to become acquainted with the great wealth of trade books and other media forms available for today's children, preschool through grade eight. An equally important purpose is to assist preservice teachers so that they may guide children toward more comprehensive, creative, insightful and diverse utilization of literary materials in a classroom setting. Extensive and intensive reading of children's literature will be required.

2. LEARNING OUTCOMES:

	Course Outcomes	SOE Goals, SOE Dispositions, and Standards Addressed
1	To recognize the value literature holds for children	MOSTEP: 1.2.1.1, 1.3, 1.4; SOE G 1; NCTE 2.2-2.3; SOE D 3
2	To become familiar with literature currently available for children in different genres	See MOSTEP 1.2.4.1, 1.4, 2.2, 9.2; SOE G 1, 4; NCTE 2, PI*: 3.3; SOE D 3
3	To gain skill in guiding children's study, selection, and evaluation of literature	MOSTEP: 1.2.4.1, 2.1, 6.2, 4.1; SOE G 2, 4; NCTE 2.1-2.3; SOE D 2, 3
4	To become familiar with effective methods of integrating children's literature throughout the curriculum.	MOSTEP: 1.2.4.2; 2.4, 4.2, 5.1, 7.1, 8.2; SOE G 1, 2, 3, 4; IRA 4; PI: 2.2; SOE D 3
5	To prepare teachers knowledgeable about current	MOSTEP: 11.2,3.1, 3.2, 9.3, 3.4,

	theory, research and best practice by designing integrated enrichment programs emphasizing cultural diversity, reflection, and individualized learning	4.3, 8.1, 7.2; SOE G 1, 2, 3, 4; NCTE 2.2-2.5; PI: 2.3, 3.8, 3.6; SOE D 1, 2, 3
6	To incorporate technology and other visual and kinesthetic tools that enhance the use of children's literature in the classroom	See MOSTEP: 11.3, 3.3, 7.4, 11.2; SOE G 2; NCTE: 8; PI: 3.4, 3.2, 3.6; SOE D 2, 3

*PI= Performance Indicator; SOE Goal and Dispositions Target Statements available at end of syllabus (SOE G/SOE D)

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams

Session One: August 21:

- What is children's literature?
- How do we evaluate the quality of children's literature?
- Who am I as a reader?

Assignment:

- ✓ Read Chapters 1, 2, and 3

Session Two: August 23:

- Genres of Children's Literature
- Word Craft

Assignment:

- ✓ Read Chapter 4.
- ✓ Complete "My Self as a Reader" Reflection

Session Three: August 28:

- Literature Circle Meeting #1
- How Pictures Work

Assignment:

- ✓ Read Chapter 5

Session Four: August 30

- The History of Children's Literature

- Children's Literature Awards

No Assignment

Session Five: September 4

- Meet at Emerson Library
- Tour of Curriculum Library

Assignment:

- ✓ Read Chapters 6 and 7
- ✓ Read: *Knights of the Kitchen Table*

Session Six: September 6

- Traditional Fantasy
- Archetypes in Fantasy stories and literature.
- Knights of the Kitchen Table* : The author, the text, literary antecedents, thematic links to other texts, curricular applications.

Assignment:

- ✓ Read Chapter 8
- ✓ Read *A Series of Unfortunate Events: The Bad Beginning*

Session Seven: September 11:

- Modern Fantasy
- Who is Lemony Snicket?
- The Bad Beginning*: The author, the text, literary antecedents, thematic links to other texts, curricular applications.

Assignment:

- ✓ Prepare for literature circle: Bring in 2 picture books and 1 chapter book from the Modern Fantasy genre. Be prepared to discuss these works with the members of your literature circle.
- ✓ Read Chapter 9
- ✓ Read: *Amber Brown is Feeling Blue*

Session Eight: September 13

- Literature Circle Meeting #2
- Contemporary Realistic Fiction
- Amber Brown is Feeling Blue* : The author, the text, literary antecedents, thematic links to other texts, curricular applications.

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Assignment:

- ✓ Read *Scorpions*
- ✓ Complete Reflection #2: Modern Fantasy in my library

Session Nine: September 18

- Contemporary Realistic Fiction
- *Scorpions*: The author, the text, literary antecedents, thematic links to other texts, curricular applications.

Assignment:

- ✓ Prepare for literature circle: Bring in 2 picture books and 1 chapter book from the Contemporary Realistic Fiction genre. Be prepared to discuss these works with the members of your literature circle.
- ✓ Read Chapter 15

Session Ten: September 20

- Literature Circle Meeting #3
- Censorship and Children's Literature

Assignment:

- ✓ Read *The Higher Power of Lucky*
- ✓ Complete Reflection #3: Contemporary Realistic Fiction in my library.

Session Eleven: September 25

- Controversial and "Banned" Books
- *The Higher Power of Lucky* : The author, the text, literary antecedents, thematic links to other texts, curricular applications.

Assignment:

- ✓ Read Chapter 10
- ✓ Prepare for literature circle: Bring in 2 picture books and 1 chapter book that have stirred controversy. Be prepared to discuss these works with the members of your literature circle.

Session Twelve: September 27

- Literature Circle Meeting #4
- Historical Fiction

Assignment:

- ✓ Read *Morning Girl*
- ✓ Read handouts distributed by instructor.
- ✓ Complete Reflection #4: Strategies for the responsible use of controversial literature.

Session Thirteen: October 2

- Historical Fiction
- Using literature to understand diverse perspectives.
- Morning Girl*: The author, the text, literary antecedents, thematic links to other texts, curricular applications.

Assignment:

- ✓ Read Chapter 15
- ✓ Prepare for literature circle: Bring in 2 picture books and 1 chapter book from the Historical Fiction genre. Be prepared to discuss these works with the members of your literature circle.

Session Fourteen: October 4

- Literature Circle Meeting #5
- Infusing multicultural and international literature throughout the curriculum.

Assignment:

- ✓ Complete Reflection #5: Historical Fiction in my library.

Session Fifteen: October 9

- Multicultural and International Literature

Assignment:

- ✓ Prepare for Midterm.

Session Sixteen: October 11: MIDTERM EXAMINATION

Assignment:

- ✓ Read Chapters 11 and 12

-FALL BREAK-

Session Seventeen: October 23

- Informational and Biographical Books
- Discussion of Author Study Assignment

Assignment:

- ✓ Prepare for literature circle: Bring in 2 picture books and 1 chapter book from the Informational or Biographical genres. Be prepared to discuss these works with the members of your literature circle.

Session Eighteen: October 25

- Literature Circle Meeting #6
- Informational and Biographical Books

Assignment:

- ✓ Read Chapter 13
- ✓ Complete Reflection #6: Informational and Biographical Books in my library

Session Nineteen: October 30:

- Categories of Picture Books
- The Author Illustrator Connection
- Discussion: Class ABC Book of Illustrators

Assignment:

- ✓ Identify potential subjects for ABC Class book of Illustrators
- ✓ Prepare to turn in name of subject for Author Study

Session Twenty: November 1

- Molly Bang and *How Pictures Work*
- Experimenting with Artistic Media

- Class ABC book Assignment

Assignment:

- ✓ Read Chapter 14

Session Twenty-one: November 6

- Poetry for Children

Assignment:

- ✓ Complete assigned page from Class ABC Book of Illustrators

Session Twenty-two: November 8

- Poetry in the Curriculum
- Share pages from Class ABC Book of Illustrators

No Assignment

Session Twenty-three: November 13: Meet in Emerson Library

- Resources for Author Study Project

Assignment:

- ✓ Work on Author Study

Session Twenty-four: November 15: Meet in Emerson Library

- Utilizing Film versions of Children's Literature
- Media Literacy and literature.

Assignment:

- Read Chapters 18 and 19
- Work on Author Study

Session Twenty-five: November 20

- Selecting texts for reluctant/challenged readers

Assignment:

- ✓ Read *Letters From Rifka*

**Thursday, November 22: NO CLASS: THANKSGIVING
HOLIDAY**

Session Twenty-six: November 27

- Texts and Text Sets: Springboards to Interdisciplinary Learning
- Books focusing on the “Immigrant Experience”

Assignment:

- ✓ Work on Author Study
- ✓ Prepare for role in Ellis Island Simulation

Session Twenty-seven: November 29

- Ellis Island Simulation

Assignment:

- ✓ Prepare to present Author Study

Session Twenty-eight: December 4: Author Study Presentations

Session Twenty-nine: December 6: Author Study Presentations

Assignment:

- ✓ Complete Take-home final

Session Thirty: December 13:

- Literature Circle Meeting #7: Sharing Observations from Take-home Final
- Turn in Take-home Final

4. RESOURCES:

Required Text(s):

Title	Authors	Date	Publisher	ISBN
Children's Literature, Briefly, Third Edition (Paperback)	Jacobs & Tunnell	2004	Prentice Hall/Merrill	0-130-49924-2

Required Trade Books:

Title	Author	Date	Publisher	ISBN
Knights of the Kitchen Table	Jon Scieszka	1991	Penguin	0-142-400-432
Amber Brown is Feeling Blue	Paula Danzinger	1999	Scholastic	0-439-071-682
A Series of Unfortunate Events: The Bad Beginning	Lemony Snicket	1999	Harper Trophy	0-064-407-667
Morning Girl	Michael Dorris	1992	Hyperion	1-562-822-845
Scorpions	Walter Dean Myers	1988	Trophy	0-064-406-237
Letters from Rifka	Karen Hesse	1993	Penguin	0-140-363-912
The Higher Power of Lucky	Susan Patron	2006	Atheneum	1-416-901-949

4. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Detailed rubrics including specific evaluation criteria for all assignments will be provided.

Assignment	Link to Course Objective	Percentage of Final Grade
Reflections 1-6	1,2,3	10%
Participation in Literature Circles 1-7	1,2,3	10%
Midterm Examination	1,2	20%
Assigned page from Class ABC book	1,2,6	10%
Author Study Project	1,2,3,4,5,6	25%
Take-home Final" "An Introduction to My Library"	1,2,3,4,5,6	25%

Attendance Policy

If you are forced to miss a class, you will submit a 2 page review of an article from a children's literature professional journal.

If you miss more than 2 classes, your grade will be lowered by one letter for each additional absence.

A pattern of tardiness will also reduce your final grade.

5. GRADING SCALE :

Grading Scale:

A	92-100%
B	82- 91%
C	72- 81%
D	60-71%

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.

- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

Academic Dishonesty in this course may result in removal from the course and/or the program.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

References

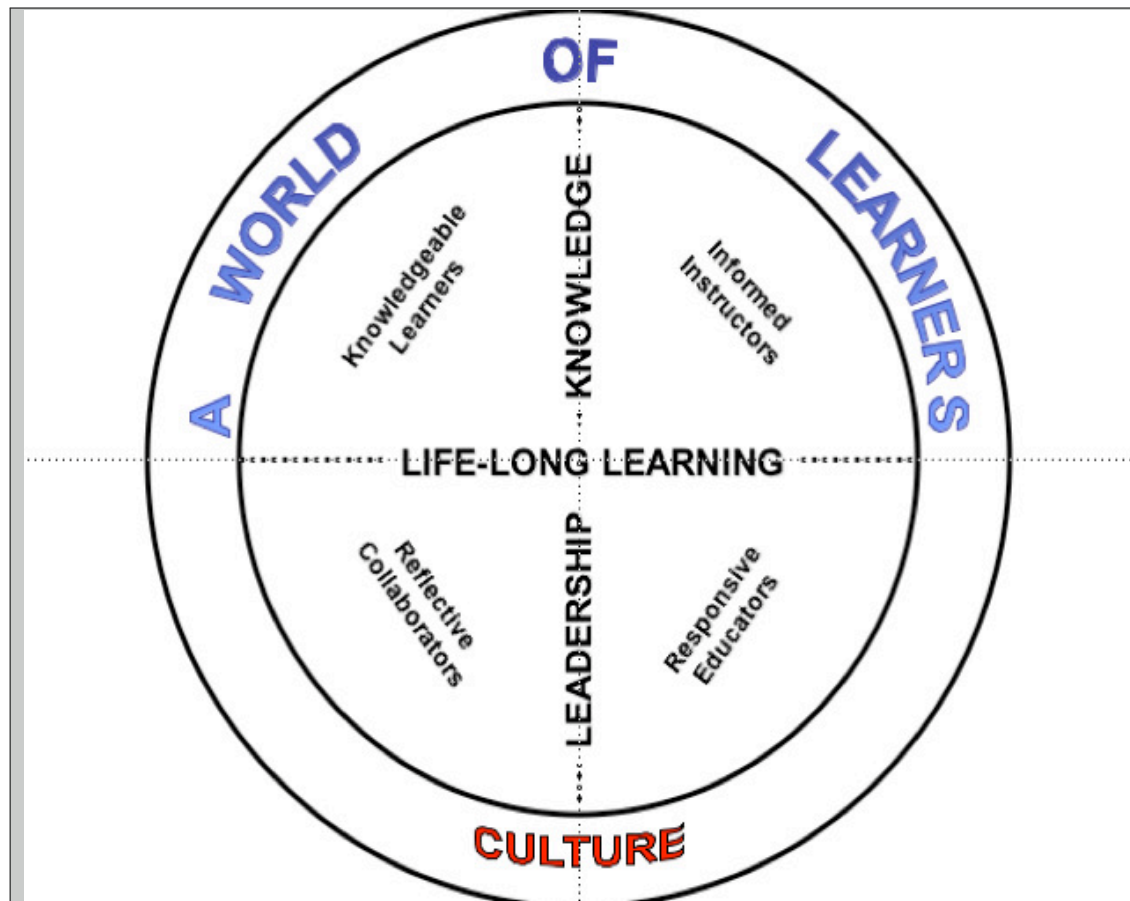
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WEBSTER UNIVERSITY
SCHOOL OF EDUCATION

Vision: “. . . We all must work to make this world worthy of its children.”
(Casals, 1970)

Mission: The **Error! Contact not defined.** at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The mandala is a universal design that represents meaning. It appears in children's early drawings in many cultures and seems a fitting symbol to represent the conceptual schema of the School of Education. The outer circle is the "world of learners" in cultural settings. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one's habitual ways of behaving or thinking. NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher.

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1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

 2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - Listens respectfully to other points of view

 3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence
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Missouri Standards for Teacher Education Programs (MoSTEP)

MoSTEP Standards	Performance Indicators
<p>The pre-service teacher understands the central concepts, tools of inquiry and structure of the disciplines(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>1.2 presents the subject matter in multiple ways 1.3 uses students' prior knowledge 1.4 engages students in the methods of inquiry used in the discipline 1.5 creates interdisciplinary learning</p>
<p>Standard 2. The pre-service teacher understands how student learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.</p>	<p>2.1 knows and identifies child/adolescent development 2.2 strengthens prior knowledge with new ideas 2.3 encourages student responsibility 2.4 knows theories of learning</p>
<p>Standard 3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>3.1 identifies prior experience, learning styles, strengths, and needs 3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs 3.3 knows when and how to access specialized services to meet students' needs 3.4 connects instruction to students' prior experiences and family, culture, and community</p>
<p>Standard 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.</p>	<p>4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) 4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance. 4.3 evaluates plans relative to long and short-term goals and adjust them to meet student needs and to enhance learning</p>
<p>Standard 5. The pre-service teacher uses</p>	<p>5.1 selects alternative teaching strategies,</p>

MoSTEP Standards	Performance Indicators
<p>a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>materials, and technology to achieve multiple instructional purposes and to meet student needs</p> <p>5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities</p>
<p>Standard 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>6.1 knows motivation theories and behavior management strategies and techniques</p> <p>6.2 manages time, space, transitions, and activities effectively</p> <p>6.3 engages students in decision making</p>
<p>Standard 7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>7.1 models effective verbal/ non-verbal communication skills</p> <p>7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences</p> <p>7.3 supports and expands learner expression in speaking, writing, listening, and other media</p> <p>7.4 uses a variety of media communication</p>
<p>Standard 8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p>8.1 employs a variety of formal and informal assessment techniques (e.g. observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standard tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies</p> <p>8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning</p> <p>8.3 evaluates the effect of class activities on both individual and the class as a whole,</p>

MoSTEP Standards	Performance Indicators
	collecting information through observation of classroom instructions, questioning, and analysis of student work 8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues
Standard 9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.	9.1 applies a variety of self-assessment and problem-solving strategies reflecting on practice, their influences on students' growth and learning, and the complex interactions between them 9.2 uses resources available for professional development 9.3 practices professional ethical standards
Standard 10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support learning and well-being.	10.1 participates in collegial activities designed to make the entire school a productive learning environment 10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems 10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being 10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential
Standard 11. The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.	11.1 demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results. 11.2 applies current research on teaching and

MoSTEP Standards	Performance Indicators
	<p>learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications, and learning tools (e.g., graphing calculators, languages translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the diverse needs of learners.</p> <p>11.3 identifies, locates, explores, and evaluates for accuracy and suitability, computer/technology resources including applications, tools, educational software, and associated documentations. Designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and/or small group collaboration) to address the diverse needs of students. Facilitates technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards.</p> <p>11.4 uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning (including the use of technology resources for learning, communication, and productivity).</p> <p>11.5 uses technology resources to engage in ongoing professional development and lifelong learning. Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. Uses technology to communicate and collaborate with peers,</p>

MoSTEP Standards	Performance Indicators
	<p>parents, and the larger community in order to nurture student learning and to conduct research and to solve problems.</p> <p>11.6 models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources.</p> <p>Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.</p>

Standards for the English Language Arts

Sponsored by NCTE and IRA

Standards for the English Language Arts The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities – reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction. Although we present these standards as a list, we want to emphasize that they are not distinct and separable; they are, in fact, interrelated and should be considered as a whole.

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).