

**COURSE NUMBER:** COMM 5000.01 **COURSE TITLE:** Poetry and Fiction for Children **TERM:** Spring 2006 **SITE:** WEBH 326

**INSTRUCTOR CONTACT INFORMATION:**

Dr. Dianne Koehnecke  
[koehneck@webster.edu](mailto:koehneck@webster.edu)  
(314) 961-2660 x7945 **CREDIT HOURS:** 3

**1. Course Description:**

This course is designed for teachers of pre-school and elementary students. The purpose of the course is to help teachers become familiar with the contemporary books in poetry, children's fiction, and nonfiction. Poetry since the seventies will be read, discussed, and evaluated. Speakers, videos, and response experiences (renderings, book sharing, poetry writing, and reader response) will highlight the poetry portion. Media related to poetry presentation will be considered and evaluated. In children's fiction/nonfiction, some classics will be discussed and compared to later publications.

**2. Learning Outcomes:**

Course Outcomes Program Outcomes SOE Goals, SOE Dispositions, and Standards Addressed Orally and closely read and respond to (taste, touch, look at, smell, and hear) as many different poems as they are able Understand the importance of language, media, and the arts in the communication process; appreciate the role of diversity in living, learning, and the school environment MoStep 1.2.1.2, 1.2.1.4; PI 2.3; SOE G 1; NCTE 12; SOE D 3 Bring questions and/or responses to class that will provoke interesting, thoughtful, imaginative discussion of the experience that the poems offer Refine oral, visual, and written communication skills; demonstrate creativity, inquiry, and leadership MoStep 1.2.5; PI 3.7; SOE G 3; NCTE 4; SOE 5, 6 Justify and share their responses (ideas, attitudes, and feelings) from the words of the poems Refine oral, visual, and written communication skills MoStep: 1.2.1; PI 3.8,4.5; SOE G 3; NCTE 3; SOE D 1, 3 Identify and explore the elements and forms of poetry in order to enjoy it and feel its power Demonstrate creativity, inquiry, and leadership SOE G 1; NCTE 2; MoStep 4.1; SOE D 1 Play with the language Refine oral, visual, and written communication skills; demonstrate creativity, inquiry, and leadership MoStep 1.12.1; PI 3.8; SOE G 3; NCTE 6; SOE D 1,2,3 Read as many poems as possible to children and record and share their responses Refine oral, visual, and written communication skills; appreciate the role of diversity in living, learning, and the school curriculum MoStep 1.2.2; PI 2.1; SOE G 2,3,4; NCTE 4; SOE D 2 To become familiar with new publications, authors, and illustrators in the field of children's prose Understand the important of language, media, and the arts in the communication process MoStep Standard 2.2, 1.1, 1.3; PI 3.3; SOE G 1; NCTE 1, 10; SOE D 3 To develop an understanding of skills and techniques used by authors and illustrators. Understand the important of language, media, and the arts in the communication process; Demonstrate creativity, inquiry, and leadership MoStep Standard 2.2, 1.3; SOE G 3; NCTE 1, 6; SOE D 2,3 Develop skills in critical literary analysis. Develop sound instructional and assessment strategies as they create curriculum based on understanding of research, theory, and practice in content areas such as language, literature, writing, reading, and media literacy MoStep Standard 1.2.5, 5.2; PI 3.7, SOE G 3,4; NCTE 11; SOE D 2,3

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

POETRY MENU: Read *Awakening the Heart: Exploring Poetry in Elementary and Middle School*. Bring with you a one-page summary and a one page response. Use documented quotations and documented paraphrasing in the summary.

**WEEK 1 (January 17):**

Introductions, Objectives, Expectations

Describe Poetry Collection Assignment (see handout)

What has been eaten? What is being eaten? Why poetry?

**WEEK 2 (January 24):**

What about this poetry eating? Allie, allie in free -- free verse

Assignments for WEEK 3:

- Student Renderings: Research two poetry books from the seventies, two from the eighties, two from the nineties, and two since 2000. Choose one from each era, and read aloud to children. Record on paper at least five children's responses. Rank in order the selected poems from your most to least favorite. Due to difficulty of finding enough children, this project may be done in pairs.

**WEEK 3 (January 31):**

What poetry forms are possible? Examples of concrete, haiku and tanka. Children's Responses due.

Assignments for WEEK FOUR:

- Find an International, haiku, and concrete collection to bring to class.
- Complete collections

**WEEK 4 (February 7):**

Doing Poetry: The art of serving. Collections due. Presentations.

Assignments for WEEK FIVE:

- ♣ Write an original, creative poem.

**WEEK 5 (February 14)**

Original poems due, Introduction to fiction/non-fiction, time line and assignments/APA/MLA model

Examination of textbooks/handouts, Small group discussion and presentation from books distributed to class.

Assignments for WEEK SIX:

- ♣ Read Lukens, Chapters 1-3
- ♣ Get a good picture book to share with the class (i.e. Sendak or Van Allsburg.)
- ♣ On a zip disk, CD, or overhead transparency, write an annotated bibliography entry for the picture book you plan to present in class. Be sure to evaluate as well as summarize the plot. Whenever relevant or clarifying, use the vocabulary from Lukens (which we will review in class). Bring book to share.

**WEEK 6 (February 21)**

Library Night- Meet at 6 pm at front desk

Assignments for WEEK 7:

- ♣ Study handouts on Maurice Sendak and Chris Van Allsburg.
- ♣ Bring to class two books by children's authors
- ♣ Be prepared to share the book and point out several techniques used by your authors. In presenting, provide evidence of having read and understood the Lukens chapters which have been assigned and the terms included in them.

- ♣ Prepare for an in-class evaluation of a picture book brought to class. We will switch books. Be sure to prepare to use in your evaluation the terms we have gone over in class (One of the tests about your understanding of those terms).
- ♣ Read Lukens, Chapters 4-8
- ♣ Bring picture books

### **WEEK 7 (February 28)**

Picture Books, Presentations on Picture books in class, Go over annotated bibliographies, Illustrators session, In-class evaluation of Sendak and Van Allsburg (or other excellent author/illustrator) exchanged books (check computer lab.),

Presentations of picture books in small groups.

#### Assignments for WEEK 8:

- ♣ Prepare for objective test.
- ♣ Curriculum project: - author study, picture book study, professional article, or annotated bibliography/curriculum guide
- ♣ May bring copies to class.
- ♣ Bring hors d'oeuvres
- ♣ Plan a 10-minute presentation (DO NOT GO OVER TIME).
- ♣ Please use visual aids and handouts; be imaginative in your design for the presentation and make your 10 minutes fun and informative (PowerPoint, Poster, Other).
- ♣ Read Lukens, Chapters 9-13

### **WEEK 8 (March 7)**

Course evaluation/Objective test, Presentations of major projects, CELEBRATION!

## **4. RESOURCES:**

#### **Required Text:**

Heard, G. Awakening the Heart: Exploring Poetry in Elementary and Middle School. Portsmouth, New Hampshire: Heinemann, 1998.

**Bibliographies:** See *A Poetry Bibliography*

Lukens, R. (2003). A Critical Handbook of Children's Literature. Seventh Edition  
New York: Pearson Education Publishers. ISBN 0205360130

#### **Optional Text:**

Greenberg, J. and Jordan, S. (2001) Vincent Van Gogh: Portrait of an Artist. New York: Delacorte Press. ISBN 0-385-32806-0

**Reserved Text:** Jett-Simpson, M. (1997) Adventuring with Books K-6. Urbana, IL: NCTE.

**Supplemental Readings:** Articles, bibliographies, packet handouts

**Visual Aids:** Slides, videotapes, films.

**Other:** Speaker: Children's Writer, poet, or storyteller.

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

- a) Term Paper: Final Project
- b) Examinations: Midterm Comparison/Contrast essay, Final
- c) Class participation: Yes
- d) Class presentation: Yes
- e) Other: Poetry Collection

70% Class participation, oral presentation, in-class evaluations, papers, tests.

30% Paper for publication (author research paper with vita and bibliography, thematic picture book study, annotated bibliography/curriculum guide, or 7-10 page professional article.

Presentation of major project.



**Assessment 1\*23456789%** of Class Children's Response to Poetry xx x 10% Poetry  
 Collection xx x x 20% Original, Creative Poem x x 5% Objective Test x 15% Major  
 Project xx 20% Presentation of Major Project xx 10% Submission for Publication x x Extra Credit In Class  
 Evaluation of Picture Book xx 10% Attendance, participation, professionalism x 10%\* corresponds to  
 course outcomes on pages 1 & 2

**100%6. GRADING SCALE :**

**Requirements:**

- To attend and be on time for every class.
- To leave word in the MAT office (or email) if an emergency occurs.
- To attend all classes and be on time for an 'A' grade.
- To participate in class sessions and successfully complete assignments

**Grades reflect the following standards:**

A = superior graduate work.

B = satisfactory graduate work.

C = work that is barely adequate at graduate level performance.

**Curve:**

100-92= A

91-82= B

81-70= C

Excellent Superior professional development, distinctive competence (X) Proficient Accomplished skill  
 development, evidence of competence (P) Emerging Basic skill development; evidence of potential  
 (E) Insufficient Insufficient evidence; unacceptable performance (I)

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

**7. 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 may result in dismissal from class and/or the program.

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

#### 8. 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.

**SCORING GUIDES FOR COMM 5000**

In order to receive credit, all work must be submitted on due dates according to described guidelines.

Name \_\_\_\_\_

**Turn in scoring guide with each presentation or assignment.**

\_\_\_\_\_ 10 pts. Attendance and Professional Participation

Name \_\_\_\_\_

**Turn in scoring guide with each presentation or assignment.**

\_\_\_\_\_ Extra Credit

Name \_\_\_\_\_

**Turn in scoring guide with each presentation or assignment.**

\_\_\_\_\_ 20 pts. Major Project (author study, picture book study, or professional article)

Name \_\_\_\_\_

**Turn in scoring guide with each presentation or assignment.**

\_\_\_\_\_ 10 pts. Presentation of major project

Name \_\_\_\_\_

**Turn in scoring guide with each presentation or assignment.**

\_\_\_\_\_ 15 pts. Objective test (a study guide will be provided. You will need to read Lukens and understand terms used in fiction discussed in class)

Name \_\_\_\_\_

**Turn in scoring guide with each presentation or assignment.**

\_\_\_\_\_ 10 pts. Midterm. In-class written evaluation of Sendak, Van Allsburg, or other picture book brought to class. Note character, plot, theme, setting, point of view, style, tone, other

Name \_\_\_\_\_

**Turn in scoring guide with each presentation or assignment.**

\_\_\_\_\_ 5 points Original, Creative Poem

Name \_\_\_\_\_

**Turn in scoring guide with each presentation or assignment.**

\_\_\_\_\_ 20 points Poetry collection

Name \_\_\_\_\_

**Turn in scoring guide with each presentation or assignment.**

\_\_\_\_\_ 10 points Children's responses to poetry

POETRY COLLECTION CHECK-LIST

Title/Format		Appropriate and Imaginative	-----
Preface	beginning and ending	Title of collection worked into preface at	-----
	Clear, organized, creative, detailed, two-page, typed preface		-----
	Audience identified (i.e. primary grades/high school)		-----
	Number of poems and sources identified (i.e. twenty-five poems from ten to fifteen sources)		-----
	Personal rationale		-----
	<u>Professional Rationale:</u>		
	Attention to the why of poetry in the curriculum		-----
	Teaching strategies used for poems selected		-----
Poems		Poems by "adult" poets	-----
	Variety of International poems		-----
	Variety of forms including free verse		-----
	Variety of topics (sports, mechanical, everyday)		-----
	Variety of feelings		-----
	Twenty-five typed poems, complete with poet's name, from ten to fifteen sources		-----
Bibliography	Ten to fifteen alphabetized sources using APA/MLA format		-----

## Reference List

- Berresra, Rosalinda B and Thompson, Verlinda D and Dressman, Mark (Eds.) and Committee to Revise the Multicultural Booklist. (1997). *Kaleidoscope, A Multicultural Booklist for Grades K-8* (2<sup>nd</sup> Ed). Urbana, Illinois: National Council of Teachers of English.
- Bratcher, Suzanne.( 1994). *Evaluating Children's Writing*. New York: St. Martin's Press.
- Children's Writer's & Illustrator's Market*. (1998). Cincinnati: Writer's Digest Books.
- Brewton, John Edmund. (1942). Index to children's poetry; a title, subject, author, and first line index to poetry in collections for children and youth. New York: Wilson.
- Bushman, John H. & Haas, Kay Parks. (2001). *Using Young Adult Literature in the English Classroom*. Columbus, Ohio: Merrill Prentice Hall.
- Galda, Lee and Cullinan, Bernice E. (2001). *Literature and the Child* (5<sup>th</sup> Ed). New York: Wadsworth Publishing Company.
- Glazer, Joan I. (1991). *Literature for Young Children* (3<sup>rd</sup> Ed.). New York: Macmillian Publishing Company.
- Goforth, Frances S. (1998). *Literature and the Learner*. New York: Wadsworth Publishing Company.
- Hearne, Betsy and Stevenson, Deborah. (2000). *Choosing Books for Children, A Commonsense Guide* (3<sup>rd</sup> Ed). Chicago: University of Illinois Press.
- Hillman, Judith. (1994). *Discovering Children's Literature* (3<sup>rd</sup> Ed). Columbus, Ohio: Merrill Prentice Hall.
- Huck, Charlotte S. & Helper, Susan & Hickman, Janet & Kiefer, Barbara Z. (2003). *Children's Literature in the Elementary School* (8<sup>th</sup> Ed.) New York: McGraw-Hill.
- Kiefer, Barbara Z. (1995). *The Potential of Picturebooks, From Visual Literacy to Aesthetic Understanding*. Columbus, Ohio: Merrill Prentice Hall.
- McClure, Amy A & Kristo, Janice V. (Eds). (1994). *Inviting Children's Responses to Literature*. Urbana,

Illinois: National Council of Teachers of English.

McQuilken, George (author). (1970). *Poems* [motion picture]. Los Angeles: Churchill Films.

Mitchell, Diana. (2003). *Children's Literature, An Invitation to the World*. New York: Pearson Education, Inc.

Norton, Donna E. (2003). *Through the Eyes of a Child, An Introduction to Children's Literature* (6<sup>th</sup> Ed.).

Columbus, Ohio: Merrill Prentice Hall.

Russell, David L. (1997). *Literature for Children, A Short Introduction* (3<sup>rd</sup> Ed). New York: Longman.

# WEBSTER UNIVERSITY

## SCHOOL OF EDUCATION

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

**Mission:** The School of Education 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.

- 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

## Missouri Standards for Teacher Education Programs (MoSTEP)

**MoSTEP Standards Performance Indicators**  
**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.**

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  
**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.**

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  
**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.**

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  
**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.**

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  
**Standard 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.**

5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs

5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities  
**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.**

6.1 knows motivation theories and behavior management strategies and techniques

6.2 manages time, space, transitions, and activities effectively

6.3 engages students in decision making  
**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.**

7.1 models effective verbal/ non-verbal communication skills

7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences

7.3 supports and expands learner expression in speaking, writing, listening, and other media

7.4 uses a variety of media communication  
**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.**

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

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

8.3 evaluates the effect of class activities on both individual and the class as a whole, 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 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.

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.

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).

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, parents, and the larger community in order to nurture student learning and to conduct research and to solve problems.

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. Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.

**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).