



Course Syllabus

COURSE NUMBER: COMM 5920.01	COURSE TITLE: Reading in the Content Areas	TERM: Summer 2006
SITE: WEBH 325	INSTRUCTOR CONTACT INFORMATION: Dr. Dianne Koehnecke (314) 961-2660 x7945 koehneck@webster.edu	CREDIT HOURS: 3

1. COURSE DESCRIPTION:

This course will heighten the awareness of students concerning difficulties that their students will encounter while reading their content material. Assessment and instructional strategies will be discussed and applied in class as well as in assignments.

2. LEARNING OUTCOMES:

Course Outcomes	Program Outcomes	SOE Goals, SOE Dispositions, and Standards Addressed
Students will be able to demonstrate their knowledge and skill in selected areas through tests, papers, unit plan, and discussion.	Understand the importance of language, media, and the arts in communication process, refine oral visual, and written communication skills, develop sound instructional and assessment strategies as they create curriculum based on understanding of research theory, and practice in content areas	MoSTEP Standards 1, 2, 4, 5, 6, 7, 8, 9 & 10; NCTE/IRA Standards 1. 4, 5, 6, 7, 9, 11, & 12, SOE G 1,2,3,4; SOE D 3
These selected areas include textbook readability, vocabulary activities, comprehension strategies, study guides, and power point presentations	Appreciate the role of diversity in living, learning, and the school curriculum; demonstrate creativity, inquiry, and leadership.	MoSTEP Standards 1, 2, 3, 5, 6, 7, 8 & 11; NCTE/IRA Standards 1, 3, 4, 6, 8, 9, 11, & 12, SOE G; SOE D 2,3

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

WEEK 1: Content Literacy
Teaching and Learning with Texts
Strategy Instruction

June 6

Chapters 1 and 2

WEEK 2:	Authentic Assessment Chapter 4; Library Night 6-7:30 Select articles for analysis paper Unit research: Form pairs or groups	June 13
WEEK 3:	Bringing Students and Texts Together Prior Knowledge and Interest Chapters 5 and 9 KWL & Meaningful paragraph strategies Assignment Due: Readability Analysis paper due	June 20
WEEK 4:	Vocabulary and Concepts; Personality Preferences Chapter 8 Assignment Due: Vocabulary Presentations	June 27
WEEK 5:	Bring in a Trade Book SQ3R Integrating Electronic Texts and Trade Books Study Guide Chapters 3 and 10, and 11 Study Strategies	July 4
WEEK 6:	Talking to Learn Writing to Learn Chapters 6 and 7 Assignment Due: Analysis Paper (required if taking class for 3 credits)	July 11
WEEK 7:	Activity; Pre-reading strategies, KWL Unit Research Study Guides for Ch. 6 & 7 Begin Unit Plan Presentations	July 18
WEEK 8:	Professional Development Chapter 12 Unit Plan Presentations Unit Plan Due Discuss and share unit plans Evaluations	July 25

4. RESOURCES:

Required Text(s):

Content Area Reading. (2005) Richard T. Vacca and JoAnne L. Vacca.
8th. Edition. Boston, MA: Allyn & Bacon (Pearson Ed. Inc.).

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

Assessment	1*	% of Class
unit plan	x	40%
readability analysis	x	10%
vocabulary presentation	x	15%
analysis paper	x	15%
unit plan presentation	x	10%
Attendance, participation, professionalism	x	10%
		100%

6. GRADING SCALE :

Advanced	Superior professional development, distinctive competence (X)
Proficient	Accomplished skill development, evidence of competence (P)
Satisfactory	Basic skill development; evidence of potential (E)
Unsatisfactory	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.

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- 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.

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.

References

- Albright, L. (2002). Bringing the ice maiden to life: Engaging adolescents in learning through picture book read-alouds in the content area. *Journal of Adolescent and Adult Literacy*, 45, 418-428.
- Bakken, J. & Whedon, C. (2002). Teaching text structure to improve reading comprehension. *Intervention in School and Clinic*, 37, 229-233.
- Barry, A. (2002). Reading strategies teachers say they use. *Journal of Adolescent & Adult Literacy*, 46, 132-141.
- Bushman, J. & Haas, K. 3rd ed. (2001). *Using young adult literature in the English classroom*. Upper Saddle River, New Jersey: Prentice-Hall Inc.
- Carr, K., Buchanan, D., Wentz, J., Weiss, M., & Brant, K. (2001). Not just for the primary grades: A bibliography of picture books for secondary content teachers. *Journal of Adolescent and Adult Literacy*, 45, 146-153.
- Draper, R. (2002). School mathematics reform, constructivism, and literacy: A case for literacy instruction in the reform-oriented math classroom. *Journal of Adolescent & Adult Literacy*, 45, 520-529.
- Ediger, M. (2001). Reading science content. *Hoosier Science Teacher*, 26, 120-123.
- Fisher, A. (2001). Implementing graphic organizer notebooks: The art and science of teaching content. *Reading Teacher*, 55, 116-120.

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Fritz, M. (2002). Using a reading strategy to foster active learning in content area courses. *Journal of College Reading and Learning*, 32, 189-194.

Greenwood, S. (2002). Making words matter: Vocabulary study in the content areas. *Clearing House*, 75, 258-263.

Hancock, M. (2000). *A celebration of literature and response*. Upper Saddle River, New Jersey: Prentice-Hall Inc.

Harvey, D. (2002). Expository text in literature circles. *Voices from the Middle*, 9, 7-14.

Harvey, S. & Goudvis, A. (2000). *Strategies that work*. Markham, Ontario:

Pembroke Publishers Limited.

Hearne, B. 3rd ed. (2000). *Choosing books for children*. Urbana, Ill.: University of Illinois Press.

Hurst, B. (2001). ABCs of content area lesson planning: Attention, basics, and comprehension. *Journal of Adolescent and Adult Literacy*, 44, 692-693.

Johnson, N. & Giorgis, C. (2001). Interacting with the curriculum. *Reading Teacher*, 55, 204-213.

Nilsen, A. & Donelson, K. 6th ed. (2001). *Literature for today's young adults*. New York: Addison-Wesley Longman, Inc.

Pike, K., Compain R., & Mumper, J. 2nd ed. (1997). *New connections*. New York: Addison-Wesley Longman, Inc.

Richardson, J. & Morgan, R. 5th ed. (2003). *Reading to learn in the content areas*. Belmont, CA: Wadsworth/Thomson Learning.

Rhoder, C. (2002). Mindful reading: Strategy training that facilitates transfer. *Journal of Adolescent & Adult Literacy*, 45, 498-512.

**SCORING GUIDES FOR COMM 5920
TEACHING READING IN THE CONTENT FIELDS**

TURN IN SCORING GUIDES WITH ASSIGNMENTS

Unit Plan: 40%: Please See Additional Scoring Guide

Readability Analysis: 10%: Content=5 _____pts.
Professionalism=5 _____pts.

Vocabulary Presentation: 15% Professionalism (5), _____pts.
Visual (5) _____pts.

Content (5) _____pts.

Analysis Paper: 15%: Select any two articles related to literacy. One of the articles needs to be research-based (sample provided). Research articles include a hypothesis, literature review, research design, data analysis, and conclusion. Summarize the two articles and include a discussion on the implication for classroom practice. You must include a copy of both articles when submitting your papers. Students who reference the class text in their papers earn higher grades; this documentation demonstrates you have done reading in the class text for support.

Comparison & Contrast of the two Articles=5 _____pts.

Support=5 _____pts.

Professionalism=5 _____pts.

Unit Plan Presentation: 10%: Audience Awareness=5 _____pts.

Content & Visual=5 _____pts.

Class attendance, participation, and professionalism=10% _____pts.

Readability Analysis

Student Name: _____

CATEGORY	5	3	1
Content	Demonstrates thorough analysis of text for understanding, use, and interest. (See page 109 in Vacca & Vacca text)	Adequately demonstrates analysis of text for understanding, use, and interest.	Does not show how text is understandable, useful, or interesting.
Professionalism	Paper is superior. Completed readability checklist. Paper compares Fry with Flesch - Kinkaid. Summary is thorough.	The paper is proficient. The readability checklist may not have been completed in full. Paper somewhat compares Fry with Flesch-Kinkaid. Summary is partially thorough.	Paper is insufficient. The readability checklist is not completed. Paper shows little or no comparison between Fry and Flesch-Kinkaid. Summary is not thorough.

Vocabulary Presentation

Student Name: _____

CATEGORY	5	3	1
Visual	Student uses a visual or prop that shows considerable work/creativity and which make the presentation better.	Student uses a visual or prop that shows some work/creativity and which somewhat improves the presentation.	Weak or no visual. Presentation is not clear to others.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Does not make the topic clear to others.
Professionalism	Student is completely prepared and has obviously rehearsed. Presentation is length set by professor. Speaks clearly and distinctly.	The student is somewhat prepared, but it is clear that rehearsal was lacking. Presentation is slightly under or over time set by professor. Speaks clearly and distinctly most of the time.	Student does not seem at all prepared to present. Presentation is significantly less or more than time set by professor. Does not speak clearly or distinctly.

Analysis Paper

Student Name: _____

5	3	2	1
Excellent summary of both articles. All major points are discussed. Excellent comparison and contrast of the two articles.	Good summary of both articles. Most of the major points are discussed. Good comparison and contrast.	Fair summary of both articles. Some of the major points are discussed. Fair comparison and contrast.	Many major points are omitted. Limited summary of both articles. Little or no comparison and contrast.
Writer makes 0-2 errors in grammar or spelling that distract the reader from the content. Extremely professional.	Writer makes few errors in grammar or spelling that distract the reader from the content. Professional.	Writer makes several errors in grammar or spelling that distract the reader from the content. Somewhat professional.	Writer makes numerous errors in grammar or spelling that distract the reader from the content. Lacks professional quality.

Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. Analysis of implications for classroom use demonstrates insight. References to the class included. Excellent support from both articles.	Supporting details and information are relevant, but one key issue or portion is unsupported. Analysis of implications for classroom use demonstrates some insight. Some reference is made to the text. Good support from both articles.	Supporting details and information are relevant, but several key issues or portions are left unsupported. Analysis of implications for classroom use demonstrates little insight. No reference is made to the class text. Some support from both articles.	Supporting details and information are typically unclear or not related to the topic. Analysis of implications for classroom use shows little or now insight. No reference is made to the class text. Little or no support from both articles.
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Unit Plan Presentation

Student Name: _____

CATEGORY	5	3	1
Audience Awareness	Connects with class. Establishes eye contact with others in the room during the presentation. Talks to class.	Some connection with class. Establishes some eye contact with others in the room during the presentation.	Little or no connection with class. Little or no eye contact with others. Does not talk to others.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Does not make the topic clear to others.

Collaborative Work Skills : Attendance, participation, professionalism

Student Name: _____

CATEGORY	5	3	1
Attendance	The student attends all classes on time.	The student misses one classe but makes the effort to make up class work and contact the professor in case of an absence.	The student is repeatedly missing from class and does not make attempts to contact professor or make up missed class time.
Participation	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a great deal of effort.	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Professionalism Dispositions	Brings needed materials to class and is always ready to work. Work reflects this student's best efforts. Provides work of the highest quality.	Almost always brings needed materials to class and is ready to work. Work reflects some effort from this student. Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Often forgets needed materials or is rarely ready to get to work. Work reflects very little effort on the part of this student. Provides work that usually needs to be checked/redone by others to ensure quality.

Names: _____

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UNIT PLAN RUBRIC**

Components of a Well-Designed Unit	Well-Done	Mostly Complete	Essential Elements Missing
Title reflecting the theme or topic of the unit plus rationale for choosing this theme (3)			
A list/summary of the major concepts to be learned , correct use of National, State, and your own standards, goals, objectives. (3)			
List of texts and informational sources to be used during the study. An approximate readability level should be assigned for each text. (3)			
Vocabulary and a description and example of at least 3 strategies used to teach vocabulary (6)			
A description and example of at least 3 pre-reading strategies to be utilized during the unit of study (3)			
A description and example of at least 3 during-reading strategies to be utilized during the unit of study (3)			
A description and example of at least 3 post-reading strategies to be utilized during the unit of study (3)			
A description of how students will be assessed to determine what they learned from the unit; Formative and Summative evaluation; scoring guides (6)			
Reflection shows considerable thoughtful insights, with supporting details and examples. All parts are complete and well done (3)			
Methods: anticipatory set, steps, indirect teaching (Learning), direct teaching (Learning), Closure (5)			
Professionalism (mechanics, styles, appearance, clarity- 1/2 point each) (2)			

TOTAL POINTS (40): _____

COMMENTS:



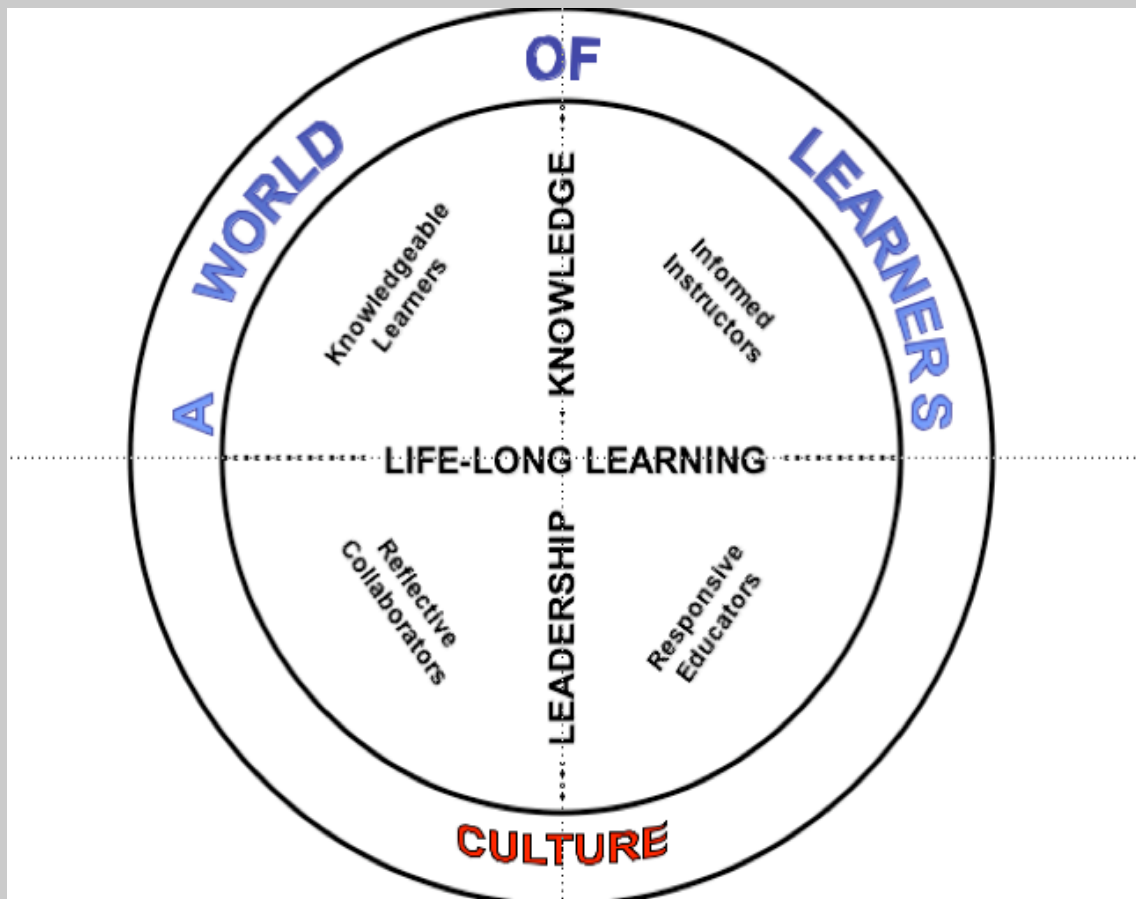
WEBSTER UNIVERSITY

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
<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,</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</p>

MoSTEP Standards	Performance Indicators
<p>implements, and evaluates curriculum based upon student, district, and state performance standards.</p>	<p>(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 a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>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</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 6.2 manages time, space, transitions, and activities effectively 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 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</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 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</p>

MoSTEP Standards	Performance Indicators
	<p>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</p>
<p>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.</p>	<p>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</p>
<p>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.</p>	<p>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</p>
<p>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.</p>	<p>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</p>

MoSTEP Standards	Performance Indicators
	<p>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, 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. 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

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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).