

Literacy Program Handbook

For:

Master of Science Degree- Literacy Education

Post Master's Certificate- Literacy Specialist

Department of Curriculum and Instruction

School of Education



Dr. Stephanie L. McAndrews, Literacy Program Director

Founders Hall # 1343

Office: (618) 650-3426 Fax: (618) 650-3485

smcandr@siue.edu

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LITERACY PROGRAM POLICIES

Literacy Program Requirements:

The Literacy Program at Southern Illinois University Edwardsville is the only NCATE and IRA approved program in the region for a Master of Science in Education with a Major in Literacy Education degree and a Post-masters Literacy Certification Program leading to a Type 10 Illinois Reading Specialist Certificate. See the SIUE Graduate Catalog for a description of these programs

www.siu.edu/graduate/catalog/ch2/literacy_education.shtml

These approved programs have specific courses and requirements to meet the International Reading Association Standards for Reading Specialists/Coaches. There are no electives as part of the literacy program and only course work that matches the approved program requirements can be transferred.

Transfer Credit:

All transfer course requests must be made in writing and submitted on a Graduate Student Request Form www.siu.edu/graduate/Forms.shtml. Courses older than six years may not be accepted. For each transfer request, you must attach a copy of your transcript, a copy of the catalog description and the syllabus for the course you took. You must also submit at least one artifact with an SIUE literacy program artifact summary sheet identifying IRA standards that were met by that artifact.

Course Registration: To register for a course make sure you follow the schedule you have set up with your advisor or contact your advisor to make changes. Then contact Angie White angewhi@siue.edu or 618 650-2433 and ask her for your pin number. This will change each semester. Then go to <http://www.siu.edu/> click on CougarNet (Cnet) at the bottom left of the page. Scroll down to the bottom and click on Enter CougarNet Secure Area to register or click on Class Schedule to find out when the course is available.

Textbooks: Textbooks for courses are available at the SIUE bookstore and online. To find out the required and supplemental textbooks for a course go to the following website:

<http://books.siu bookstore.com/>

Be sure to check the entire listing for a course as more than one book may be required.

Attendance and Class Participation:

Prompt attendance, active participation, and professional dispositions during all class sessions are mandatory. You are expected to be prepared for class with all readings and assignments completed and to actively participate in all discussions and activities using your knowledge gained through reading, as well as your professional experiences. You are expected to actively listen while others are speaking, treat others with respect, and provide only specific and constructive feedback. If you are in need of special accommodations or have concerns please see the professor privately. Refer to the individual course syllabus as points may be deducted for an absence, for missing any part of class time, for lack of engaged learning or for lack of civility towards others. If you are absent the professor must be contacted by phone or e-mail by the time class starts and all assignments are still due on time. Attendance, tardiness and dispositions will be monitored throughout the course and program and failure to adhere could result in removal from the program.

Disposition Support and Alert:

In our program we value mutual learning and respect. We believe that learning takes place when multiple perspectives and professional courtesies are shared. There may be times when candidates need support

towards this end. We have two forms that can be completed by any faculty member, staff member, or literacy candidate. In the event of a dispositional concern, the parties involved will be contacted in person, by phone or e-mail. The concern will be stated and an opportunity will be given for a response, including suggestions for improving the situation. If the situation is not resolved, a Disposition Support form is completed, signed by the parties involved, including a faculty member, and a copy is placed in the student's advising file. If the situation still continues or another concern arises, a Disposition Alert form is completed, signed by the parties involved, including the program director and/or department chair, and a copy is placed in the student's advising file. A meeting is held with the parties involved and the program director. If the situation is not able to be resolved, the candidate may be removed from the program.

Assignment Grades:

All assignments need to be completed on time and in a professional manner, which includes being typed and edited for content, organization, professional terminology, grammar, spelling, and punctuation. Submit each course assignment with the artifact cover sheet on top and the corresponding scoring guide (if applicable) on the front. See the course syllabus for specific information about grades and late or redone assignments.

Course Grades:

For the literacy program you must earn an A or a B in every graduate course. Attendance, tardiness and dispositions will be monitored throughout the course and program and failure to adhere could result in removal from the program.

Incomplete: Incomplete grades are given infrequently and only for dire emergencies. Please notify the instructor immediately if you have trouble meeting the requirements of the course.

Additional policies and procedures are listed on line in the SIUE handbook at <http://www.siu.edu/POLICIES/1i9.html> and <http://www.siu.edu/PROVOST/FHB/Contents.html>.

SIUE GRADUATE CATALOG

LITERACY EDUCATION

Contact: Graduate Program Director

Application Deadlines:

For domestic classified status, the deadline is approximately a month before the start of classes (Definite dates are on the application itself). International students, please see the FAQs #16 for your deadline.

***NOTE:** If you are a new graduate student and you intend to apply for a Competitive Graduate Award (CGA), the deadline for having all of your application materials turned in moves up to January 15th. If you apply for the CGA but your SIUE application is incomplete, your application for the Competitive Graduate Award will be removed from consideration.*

MASTER OF SCIENCE IN EDUCATION

The Department of Curriculum and Instruction offers a program of study leading to the Master of Science degree with a major in Literacy Education. This program is intended to provide advanced preparation for literacy/reading specialists and leaders in literacy education. Literacy is the ability to read, write, speak, listen, view, visually represent and think in meaningful or socially-recognized ways. Literacy specialist responsibilities include teaching, coaching, and coordinating literacy education as well as serving as a resource for other professionals and the community; promoting literacy advocacy; providing professional development; and working collaboratively to develop, implement, and evaluate literacy curriculum and programs. Upon passing all program requirements, candidates will earn Illinois Type 10 Reading Specialist Certification which is valid for teaching reading, supporting teaching professionals and coordinating literacy programs for kindergarten through grade twelve.

ADMISSION

Minimum admission criteria include a bachelor's degree with a grade point average of 3.0 (A=4.0) or above; a teaching certificate in early childhood, elementary, secondary, or special education; a minimum of two years of full time contract teaching prior to CI 571; and 3 hours of children's literature at the undergraduate or graduate level (or obtain before graduation).

PROGRAM OF STUDY

33 semester hours of graduate credit are required for Master of Science degree with a major in Literacy Education. Requirements are as follows:

Literacy Core (30 hours):

- CI 520 Theoretical Foundations in Literacy
- CI 521 Emergent and Primary Level Literacy
- CI 525 Upper Elementary and Middle Level Literacy
- CI 540 Content Area Literacy
- CI 571 Diagnostic Assessment and Instruction
- CI 572 Diagnostic Literacy Practicum for Elementary Level
- CI 573 Diagnostic Literacy Practicum for Middle and Secondary Level
- CI 578 Organization and Administration of Literacy Programs

CI 591 Current Issues and Trends in Literacy
CI 596d Field Study in Education

Research Course

CI 548 Study of Classroom Instruction or EPFR 501 Research Methods

Field Experience

Intensive and extensive field experiences (CI 521, 525, and 540) help prepare candidates to analyze their own instruction and assume the new role of consultant and collaborator with other school professionals. Candidates begin on-going reflection and development of their knowledge of literacy processes, assessment, instructional strategies, and materials to plan and adapt instruction to meet the diverse needs of students in pre-kindergarten through grade twelve. Through collaboration and constructive coaching, candidates enhance their knowledge, skills, and dispositions.

Entry to Clinic Practicum

Prior to enrolling in CI 571, the first clinical course, candidates must earn an A or B in the following four core courses (CI 520, CI 521, CI 525, CI 540), have a minimum of two years of successful full time contract teaching, and pass all initial program assessments.

Literacy Clinic Practicum

The Cougar Literacy Clinic in the Reading Center is a low cost diagnostic and instructional service that provides literacy development support for students in grades one to twelve from the surrounding communities. Literacy Specialist candidates complete three practicum courses, CI 571, 572, and 573. Graduate candidates conduct and analyze diagnostic literacy assessments, provide individualized developmental and remedial instruction, and write comprehensive literacy development reports for each student. Clinicians are supervised during the clinic through direct observation, as well as videotaping, case study discussions, and lesson plan reflections. Candidates work with colleagues to observe, plan, and provide coaching on each other's practice during the three semesters of clinic.

Entry to Leadership Internship

To enter the leadership internship courses, CI 578 and CI 591, candidates must earn an A or B in CI 571, 572, and 573, pass all mid-point program assessments, and pass the Illinois Research Specialist Content Test (176).

Exit Requirements

Candidates must complete all requirements to be eligible for the Illinois Reading Specialist Certificate including: passing the Assessment of Professional Teaching (APT 104) and the Illinois Basic Skills Test (97) one semester prior to program completion, earning an A or a B in all program courses, passing all program assessments, and providing evidence of membership in an organization that will enhance their professional development in literacy (ie. IRC, IRA, NRC, or NCTE).

LITERACY SPECIALIST POST-MASTER'S CERTIFICATE

The Department of Curriculum and Instruction offers a program of study leading to a Post-Master's Literacy Specialist Certificate. This program is intended to provide advanced preparation for reading/literacy specialists and leaders in literacy education. Literacy is the ability to read, write, speak, listen, view, visually represent and think in meaningful or socially-recognized ways. Literacy specialist responsibilities include teaching, coaching, and coordinating literacy education as well as serving as a resource for other professionals and the community; promoting literacy advocacy; providing professional development; and working collaboratively to develop, implement, and evaluate literacy curriculum and programs. Upon passing all program requirements, candidates will earn Illinois Type 10 Reading Specialist Certification which is valid for teaching reading, supporting teaching professionals and coordinating literacy programs for kindergarten through grade twelve.

ADMISSION

Minimum admission criteria include a master's degree in education with a grade point average of 3.0 (A=4.0) or above; a valid Illinois teaching certificate in early childhood, elementary, secondary, or special education; a minimum of two years of full-time contract classroom teaching; and 3 hours of children's literature at the undergraduate or graduate level (or obtain before graduation).

PROGRAM OF STUDY

27 semester hours of graduate credit are required for a Post-Master's Literacy Specialist Certificate. Requirements are as follows:

- CI 520 Theoretical Foundations in Literacy
- CI 521 Emergent and Primary Level Literacy
- CI 525 Upper Elementary and Middle Level Literacy
- CI 540 Content Area Literacy
- CI 571 Diagnostic Assessment and Instruction
- CI 572 Diagnostic Literacy Practicum for Elementary Level
- CI 573 Diagnostic Literacy Practicum for Middle and Secondary Level
- CI 578 Organization and Administration of Literacy Programs
- CI 591 Current Issues and Trends in Literacy

Field Experience

Intensive and extensive field experiences (CI 521, 525, and 540) help prepare candidates to analyze their own instruction and assume the new role of consultant and collaborator with other school professionals. Candidates begin on-going reflection and development of their knowledge of literacy processes, assessment, instructional strategies, and materials to plan and adapt instruction to meet the diverse needs of students in pre-kindergarten through grade twelve. Through collaboration and constructive coaching, candidates enhance their knowledge, skills, and dispositions.

Entry to Clinic Practicum

Prior to enrolling in CI 571, the first clinical course, candidates must earn an A or B in the following four core courses (CI 520, CI 521, CI 525, CI 540), have a minimum of two years of successful full time contract teaching, and pass all initial program assessments.

Literacy Clinic Practicum

The Cougar Literacy Clinic in the Reading Center is a low cost diagnostic and instructional service that provides literacy development support for students in grades one to twelve from the surrounding communities. Literacy Specialist candidates complete three practicum courses, CI 571, 572, and 573. Graduate candidates conduct and analyze diagnostic literacy assessments, provide individualized developmental and remedial instruction, and write comprehensive literacy development reports for each student. Clinicians are supervised during the clinic through direct observation, as well as videotaping, case study discussions, and lesson plan reflections. Candidates work with colleagues to observe, plan, and provide coaching on each other's practice during the three semesters of clinic.

Entry to Leadership Internship

To enter the leadership internship courses, CI 578 and CI 591, candidates must earn an A or B in CI 571, 572, and 573, pass all mid-point program assessments, and pass the Illinois Research Specialist Content Test (176).

EXIT REQUIREMENTS

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**Advising Form
Master of Science in Education, Literacy Education Major**

Name		e-mail
SS #		ID#
Address		
Home Phone		Cell Phone
Work Phone		School/Position
Bachelor's degree, school, date :		Bachelor's GPA:
IL Certification and #:	Basic Skills Test:	Admission GPA:

Literacy Foundations Courses					
Course	Title			Semester	Grade
CI 520	Theoretical Foundations in Literacy				
CI 521	Emergent and Primary Level Literacy				
CI 525	Upper Elementary and Middle Level Literacy				
CI 540	Content Area Literacy				
Prerequisites to CI 571	<u> </u> Complete 2 years of teaching experience	<u> </u> Complete Children's Literature course (grad or undergrad)	<u> </u> Pass Reading Specialist Test (176)	<u> </u> Pass Literacy Program Foundations Notebook	<u> </u> Pass Literacy Program Resource Notebook (Initial Check)

Literacy Clinic Courses				
Course	Title		Semester	Grade
CI 571	Literacy Diagnostics (see prerequisites listed above)			
CI 572	Diagnostic Literacy Practicum: Elementary Level			
CI 573	Diagnostic Literacy Practicum: Middle & Secondary Level			
Clinic Exit	<u> </u> Pass Literacy Program Clinic Notebook <u> </u> Pass Clinical Performance Evaluation <u> </u> Pass Literacy Development Reports		<u> </u> Pass Literacy resource Notebook (Mid-Point Check)	

Literacy Leadership Courses					
Course:	Title:			Semester:	Grade:
CI 548	Action Research				
CI 578	Organization and Administration of Literacy Programs				
CI 591	Issues and Trends in Literacy Instruction				
CI 596d	Field Study in Curriculum & Instruction Education: Literacy				
Program Exit	<u> </u> Pass Literacy Program Leadership Notebook	<u> </u> Pass Literacy Resource Notebook (Final Check)	<u> </u> Pass APT (104)	<u> </u> Membership in a professional literacy organization	

Apply for Graduation semester before:	Graduation date:
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**Advising Form
Post-Master's Literacy Specialist Certificate**

Name		e-mail
SS #		ID#
Address		
Home Phone		Cell Phone
Work Phone		School/Position
Bachelor's degree, school, date :		Bachelor's GPA:
Master's degree, school, date:		Master's GPA:
IL Certification and #:	Basic Skills Test:	Admission GPA:

Literacy Foundations Courses					
Course	Title			Semester	Grade
CI 520	Theoretical Foundations in Literacy				
CI 521	Emergent and Primary Level Literacy				
CI 525	Upper Elementary and Middle Level Literacy				
CI 540	Content Area Literacy				
Prerequisites to CI 571	<u> </u> Complete 2 years of teaching experience	<u> </u> Complete Children's Literature (grad or undergrad)	<u> </u> Pass Reading Specialist Test (176)	<u> </u> Pass Literacy Program Foundations Notebook	<u> </u> Pass Literacy Program Resource Notebook (Initial Check)

Literacy Clinic Courses				
Course	Title		Semester	Grade
CI 571	Literacy Diagnostics (see prerequisites listed above)			
CI 572	Diagnostic Literacy Practicum: Elementary Level			
CI 573	Diagnostic Literacy Practicum: Middle & Secondary Level			
Clinic Exit	<u> </u> Pass Literacy Program Clinic Notebook <u> </u> Pass Clinical Performance Evaluation <u> </u> Pass Literacy Development Reports		<u> </u> Pass Literacy Resource Notebook (Mid-Point Check)	

Literacy Leadership Courses				
Course:	Title:		Semester:	Grade:
CI 578	Organization and Administration of Literacy Programs			
CI 591	Issues and Trends in Literacy Instruction			
Program Exit	<u> </u> Pass Literacy Program Leadership Notebook	<u> </u> Pass Literacy Resource Notebook (Final Check)	<u> </u> Pass APT (104)	<u> </u> Membership in a professional literacy organization

Literacy Program Notebooks

You will develop three program notebooks to document your developing knowledge, skills, and dispositions as a reading specialist and literacy leader. Each notebook will contain artifacts developed in each of the required literacy courses. Each artifact will have a cover sheet that identifies all relevant IRA Standards to which the artifact aligns. A copy of the Artifact Cover Sheet is included in this handbook.

Each program notebook should be clearly labeled with Literacy Foundations, Literacy Clinic or Literacy Leadership and your name.

Literacy Foundations Program Notebook:

- Type four tabs: CI 520, CI 521, CI 525, CI 540
- Must contain evidence of:
 - Developing a knowledge base of research and foundations in the field of literacy
 - Ability to plan appropriate literacy instruction (Integrated Literacy Units)

Literacy Clinic Program Notebook:

- Type three tabs: CI 571, CI 572 and CI 573
- Must contain evidence of:
 - Ability to use knowledge of literacy to identify students' strengths/needs and provide appropriate interventions
 - Developing ability to work with other professionals to make decisions about appropriate interventions
 - Literacy Development Reports
 - Clinical Performance Evaluation

Literacy Leadership Program Notebook:

- Type four tabs: CI 548, CI 578, CI 591 and CI 596 (Master's Students only)
- Must contain evidence of:
 - School-wide Professional Development Plan
 - Leading a Professional Study Group and/or Developing a Professional Development Plan
 - Engaging in Instructional Coaching
 - Providing Professional Development

IRA READING SPECIALIST ARTIFACT GRID

Name:

Course:

Semester:

Write the name of each artifact after the artifact number. Then write the IRA Reading Specialist Standard subheading number for each standard that correlates with the artifacts developed in that course.

Example: Artifact 1: Theorist Brochure in 1.1 row list 1.1.1 and 1.1.2 subheading number.

Place this grid at the front of your course notebook.

IRA RS Standard	Artifact 1:	Artifact 2:	Artifact 3:	Artifact 4:	Artifact 5:
1.1					
1.2					
1.3					
2.1					
2.2					
2.3					
3.1					
3.2					
3.3					
3.4					
4.1					
4.2					
4.3					
5.1					
5.2					
5.3					
5.4					

6.1					
6.2					
6.3					
6.4					
6.5					

LITERACY ARTIFACT COVER SHEET

Name:	Date:
Assignment:	Course:

IRA Reading Specialist Standard and Substandard (include number & key phrase)	Identify the specific place(s) in the artifact that align with each standard and explain how that alignment is demonstrated

Reflection on Learning

Literacy Resource Notebook

In order to expand your repertoire of instructional strategies and assessments for your own teaching and as a resource to others, you need to collect and organize new literacy artifacts for each course, and by the end of the program you should have at least 10-15 artifacts under each tabbed heading, beginning with Language and Vocabulary. It is important that you collect artifacts that will be useful to you as a reading specialist and literacy leader.

You should add useful artifacts to your Literacy Resource Notebook during each course in the program. The contents of the Literacy Resource Notebook will be checked three times during the program: 1) at entrance into the clinic courses, 2) at the completion of the clinic courses, and 3) at the completion of the program.

Make and label the following tabs of the highlighted words for the **Literacy Resource Notebook**:

You will include the following tabs:

- Standards- Include handouts of the following standards:
 - SIUE School of Education Conceptual Framework (SOE-CF)
 - Illinois Professional Teaching Standards (IPTS)
 - Illinois Content Area Standards for Reading Specialists (IL-RS)
 - Illinois Learning Standards
 - International Reading Association Standards for Reading Professionals, Revised 2003 (IRA-RS), (add newly revised 2010 when they come out)
 - International Reading Association Standards for Reading Specialists, Revised 2003 (IRA-RS) (add newly revised 2010 when they come out)
 - International Reading Association and National Council of Teachers of Education Standards
 - English Language Proficiency Standards by WIDA
 - Common Core Standards 2010 <http://www.corestandards.org/>
- Language and Vocabulary
- Phonemic Awareness, Phonics, Word Identification
- Oral Reading and Fluency
- Comprehension and Questioning
- Study Strategies
- Writing Development and Composition
- Technology
- Literacy Leadership
- Other (You may add any additional tabs you choose.)

STANDARDS

SIUE School of Education's Conceptual Framework

Our Conceptual Framework focuses on developing Inquirer-Professionals. The six tenets of the Inquirer-Professional include:

Knowledge Application and Development

- 1) Values theory and research.
- 2) Integrates theory and practice.
- 3) Enhances Practice of teaching.

Instructional Process

- 4) Demonstrates appropriate planning procedures.
- 5) Uses a variety of effective teaching strategies/methodologies for diverse learners.
- 6) Uses appropriate materials, media, and technology, including computers and the internet to actively engage students throughout the curriculum.
- 7) Implements instructional planning effectively.
- 8) Demonstrates effective communication skills in person and through the use of technology.
- 9) Analyzes subject matter content to maintain alignment with national, state, and local standards.
- 10) Integrates knowledge across disciplines.
- 11) Organizes classroom environment to promote learning.
- 12) Integrates the methodology of the disciplines and the special methods for teaching disciplines.
- 13) Evaluates instruction.

Context and Foundations of Education

- 14) Demonstrates a philosophical and historical perspective of education to improve educational practice in the classroom, the school and society.
- 15) Appraises current educational issues and controversies and their potential impact on democratic teaching and learning.
- 16) Relates current school organization patterns, school culture, and school climate to teaching and learning.
- 17) Analyzes the power structure in schools and communities to identify barriers to and opportunities for improvements, progress, and equity.
- 18) Builds learning communities among teachers, students, administrators, parents, and members of the wider community.
- 19) Demonstrates a multicultural and global perspective.

Learners and Learning

- 20) Assesses student progress in a variety of ways, including through the use of computers and appropriate Internet technology.
- 21) Diagnoses student needs, adapts instruction accordingly, and advocates for those who require special intervention.
- 22) Applies knowledge of human growth and development in student-centered educational settings.
- 23) Applies major theories of cognitive, affective, and psychomotor development.
- 24) Develops student's moral and ethical behavior.

25) Provides for uniqueness and diversity of the individual through instructional practice, assessment of student progress and curricular development.

Interpersonal Relation Skills

26) Demonstrates positive interpersonal relationships with students and parents, regardless of their culture, religion, gender, sexual orientation, or abilities.

27) Collaborates with colleagues.

28) Uses computers and Internet technology to enhance communication with and among students, parents, and colleagues.

Professional Relationships

29) Participates in Life-long professional growth activities.

30) Demonstrates a sense of professional responsibility.

31) Participates in professional organizations.

Illinois Professional Teaching Standard (Revised 2010)

#1 Teaching Diverse Learners

The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. This teacher uses that information to create opportunities that maximize student learning.

#2 Content Area and Pedagogical Knowledge

The competent teacher had in-depth understanding of content area knowledge, which includes the central concepts, methods of inquiry, and structures of the discipline(s), and content area literacy. This teacher creates learning experiences for each student based upon interactions among content area knowledge, pedagogy, and evidence-based practice.

#4 Planning for Differentiated Instruction

The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. This teacher plans for ongoing student growth and achievement.

#4 Learning Environment

The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional wellbeing, positive social interactions, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal setting.

#5 Instructional Delivery

The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

#6 Reading, Writing, and Oral Communication

The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

#7 Assessment

The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. This teacher makes data-driven decisions about curricular and instructional effectiveness and adjusts practice to meet the needs of each student.

#8 Collaborative Relationships

The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social/emotional development. This teacher works as a team member with professional colleagues, students, parents/guardians, and community members.

#9 Professionalism, Leadership, and Advocacy

The competent teacher is an ethical and reflective practitioner who exhibits professionalism, provides leadership in the learning community, and advocates for students, parents/guardians, and the profession.

**DRAFT IRA 2010 STANDARDS FOR READING PROFESSIONALS:
FOR READING SPECIALISTS/COACHES**

Standard 1: Foundational Knowledge

The candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. As a result, candidates:

- | |
|---|
| <ul style="list-style-type: none">1.1.1 Interpret major theories of reading and writing processes and development to understand the needs of struggling readers.1.1.2 Inform other educators on major theories of reading and writing processes, components and development with supporting research evidence.1.1.3 Analyze environmental quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, interests)1.1.4 Demonstrate a critical stance toward the scholarship of the profession. |
|---|

- | |
|--|
| <ul style="list-style-type: none">1.2.1 Summarize historically shared knowledge (e.g., procedures) that addresses the needs of struggling readers.1.2.2 Inform educators and others on the historically shared knowledge base in reading and writing and its role in reading education. |
|--|

- | |
|---|
| <ul style="list-style-type: none">1.3.1 Value fair-mindedness, empathy, and ethical behavior in professional activity |
|---|

Standard 2: Curriculum and Instruction

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. As a result, candidates:

- 2.1.1 Develop and implement reading and writing curriculum to meet the specific needs of struggling readers in both online and offline contexts.
- 2.1.2 Support educators in the design, implementation and evaluation of the reading and writing curriculum.
- 2.1.3 Collaborate with other school personnel to ensure curriculum and instructional practices meet the needs of all learners.
- 2.1.4 Understands the research and literature that undergirds evidence-based curriculum for students (K-12).
- 2.1.5 Lead teachers and other support personnel in developing curriculum (K-12) for the school.

- 2.2.1 Understand and select instructional approaches to meet the specific needs of struggling readers.
- 2.2.2 Coach classroom teachers and/or education support personnel to implement instructional approaches.
- 2.2.3 Read, understand and share the literature and research that supports the use of various instructional approaches.

- 2.3.1 Are knowledgeable about and can critique various materials especially those for struggling readers.
- 2.3.2 Select online and offline materials to meet the specific needs of struggling readers.
- 2.3.3 Assist classroom teachers to select quality online and offline materials and to build a library that is accessible to all learners.
- 2.3.4 Support teacher use of quality online and offline materials to meet the specific needs of all learners by modeling, co-teaching, observing, etc.
- 2.3.5 Lead school efforts to evaluate and select various materials by collaborating with school personnel.

Standard 3: Assessment and Evaluation

The candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. As a result, candidates:

- 3.1.1 Understand established purposes for assessing the performance of struggling readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
- 3.1.2 Recommend appropriate tools for measuring student performance including screening, diagnosis, progress monitoring, and measuring outcomes and includes online tools.
- 3.1.3 Understand large scale assessment designs, state and district assessment frameworks, proficiency standards, and benchmarks.
- 3.1.4 Reads and understands the literature and research related to assessments, their purposes strengths and limitations.

- 3.2.1 Administer, and interpret diagnostic assessments for struggling readers.
- 3.2.2 Provide support with the analysis of data patterns using assessment results.
- 3.2.3 Collaborate with teachers in the development, selection, administration, and interpretation of appropriate assessments.
- 3.2.4 Lead school efforts in selecting assessment tools that provide for a systemic framework for assessing reading and writing growth of students

- 3.3.1 Use multiple data sources to analyze individual reader's performance and to plan instruction and/or intervention.
- 3.3.2 Use assessment data to examine the effectiveness of specific intervention practices and students' responses to intervention.
- 3.3.3 Compile, analyze, and assist teachers in using grade level or school-wide assessment data to implement and to revise instructional programs.
- 3.3.4 Analyze and use assessment data to plan and evaluate professional development initiatives [i.e., meeting school improvement goals, role of literacy coaches, etc.]

- 3.4.1 Communicate assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and/or accountability.
- 3.4.2 Report assessment data as linked to individual, classroom, school, and state educational goals.
- 3.4.3 Analyze and report classroom, school, and state assessment results to appropriate audiences.

Standard 4: Diversity

The candidates create and engage their students in literacy practices that develop awareness, understanding, respect and a valuing of differences in our society. As a result, candidates:

- 4.1.1 Understand the ways in which certain qualities of diversity interact with struggling readers reading and writing development.
- 4.1.2 Assist teachers as they consider and adjust instruction to take diversity into account.
- 4.1.3 Provide leadership at the school level in developing a climate that honor diversity.
- 4.1.4 Be familiar with the research on diversity and how it impacts reading and writing development.

- 4.2.1 Use curriculum and instructional practices that are sensitive to the needs of struggling readers and represent a range of their diversity.
- 4.2.2 Collaborate with classroom teachers to identify instructional practice and that can be used to shape students' literacy across diverse groups.
- 4.2.3 Collaborate with the school community to encourage support for home to school and school to home literacy connections.
- 4.2.4 Coach other educators to recognize their diversity and teach in ways that are responsive to students' diverse backgrounds.
- 4.2.5 Provide leadership to educators, parents/guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.

- 4.3.1 Advocate for struggling marginalized individuals or groups within school communities Be a leader for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.
- 4.3.2 Collaborate with the faculty and community to strive for equity in access to and support for literacy inside and outside of school settings.

Standard 5. Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates:

- 5.1.1 Read and reflect on the research related to the importance of the physical environment to reading and writing instruction
- 5.1.2 Arrange areas both inside and outside the classroom in ways that provide continuity for struggling readers and writers.
- 5.1.3 Coach teachers in arranging physical environments and changing the environment in ways that facilitate online and offline reading and writing activities.
- 5.1.4 Provide opportunities for teachers to see and experience a variety of effective classroom arrangements.

- 5.2.1 Read and reflect on the research related to the importance of the social environment to reading and writing instruction
- 5.2.2 Create a supportive environment for struggling readers.
- 5.2.3 Coach teachers in developing and maintaining a positive social environment
- 5.3.4 Provide opportunities for teachers to see and experience a variety of effective classrooms with positive social environments.
- 5.2.5 Collaborate with teachers and other professionals to continuously improve social environments.

- 5.3.1 Read and reflect on the research related to the importance of classroom routines to reading and writing instruction.
- 5.3.2 Create effective routines for supporting struggling readers.
- 5.3.3 Coach teachers in developing and maintaining effective classroom routines including online resources.
- 5.3.4 Provide opportunities for teachers to see, experience, and practice using a variety of effective classroom routines that incorporate the effective use of technology at the classroom, school, and district levels.

- 5.4.1 Identify the most effective grouping practices to meet the specific needs of struggling readers.
- 5.4.2 Coach teachers to insure the effective use of a variety of classroom configurations for differentiating instruction.
- 5.4.3 Work with teachers and other professionals to insure effective use of grouping at the school level.

Standard 6. Professional Learning and Leadership

Candidates view professional learning and leadership as a career-long effort and responsibility. As a result, candidates:

- 6.1.1 Read and articulate the literature and research about adult learning, organizational change, effective professional development and school culture.
- 6.1.2 Promote awareness of the impact this foundational knowledge has on the development of an effective school wide reading program.

- 6.2.1 Articulate the research base related to the connectedness among teacher dispositions, student achievement, and parent/community involvement.
- 6.2.2 Promote the value of reading in school and out of school.
- 6.2.3 Demonstrate respect for colleagues and effective interpersonal communication skills.
- 6.2.4 Support classroom teachers and paraprofessionals by modeling a positive attitude towards reading and writing in their work with colleagues, students and parents.
- 6.2.5 Lead efforts to promote a positive and ethical learning environment that responds to students, families, teachers, and communities with an emphasis on collaboration and respect.

- 6.3.1 Read and analyze articles in professional journals and other publications.
- 6.3.2 Conduct action research that addresses specific questions and goals.
- 6.3.3 Regularly participate in professional literacy organizations, conferences, symposia, and workshops.
- 6.3.4 Prepare and coach teachers to conduct classroom inquiry (e.g. teacher action research) to inform practice.
- 6.3.5 Assist colleagues in the creation of individual professional development plans.

- 6.4.1 Know of the research on various forms of professional development
- 6.4.2 Analyze and use data to inform the development of effective professional development.
- 6.4.3 Collaborate with teachers, administrators, parents, and the community to develop professional development
- 6.4.4 Plan, implement and evaluate professional development activities for teachers at grade and school levels with groups and individual teachers (e.g. leading grade level meetings; modeling, co-planning and co-teaching, observing, and providing feedback to teachers, leading workshops).
- 6.4.5 Create systemic change by analyzing a school's literacy program, identify strengths and needs, and develop a plan to address needs.

- 6.5.1 Are knowledgeable about local, state, and national policies that affect reading and writing instruction.
- 6.5.2 Write proposals that enable schools to obtain additional funding to support literacy efforts.
- 6.5.3 Communicate information regarding the reading/literacy program to local government officials and the community.
- 6.5.4 Model and promote effective communication and collaboration among all stakeholders, including parents, teachers, administrators, policy makers and community members.
- 6.5.5 Advocate for and lead positive systemic changes within the school.

IRA Standards for Reading Professionals, Revised 2003
For Reading Specialist/Literacy Coach Candidates

Standard 1. Foundational Knowledge: Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, candidates:

- 1.1 Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories.
- 1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.
- 1.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.
- 1.4 Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.

Standard 2. Instructional Strategies and Curriculum Materials: Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. As a result, the candidates:

- 2.1 Support classroom teachers and paraprofessionals in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.
- 2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own (and demonstration) teaching.
- 2.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.

Standard 3. Assessment, Diagnosis, and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, candidates:

- 3.1 Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal tests and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.
- 3.2 Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.
- 3.3 Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school-wide assessment data to implement and revise school reading programs.

- 3.4 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teacher, and parents.)

Standard 4. Creating a Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates:

- 4.1 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.
- 4.2 Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
- 4.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.
- 4.4 Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice.

Standard 5. Professional Development: Candidates view professional development as a career-long effort and responsibility. As a result, candidates:

- 5.1 Articulate the theories related to the connections between teacher dispositions and student achievement.
- 5.2 Conduct professional study groups for paraprofessional and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices.
- 5.3 Positively and constructively provide an evaluation of their own and others' teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice.
- 5.4 Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.

Illinois Content Areas Standards for Reading Specialists
Reading Specialist [27.120] 2nd Edition 2002

STANDARD 1

The competent reading specialist has a deep understanding of reading and reading instruction.

Knowledge Indicators - *The competent reading specialist teacher:*

- 1A. knows theoretical models and philosophies of reading education and their relevance to instruction.
- 1B. knows the scope and sequences for reading instruction at all developmental levels, pre-K - grade 12.
- 1C. knows the history of reading instruction and its relevance to current theory and practice.
- 1D. is aware of trends, controversies, and issues in reading education.
- 1E. understands the construction and psychometric properties of classroom reading tests, including the State assessment.
- 1F. understands, respects, and values cultural, linguistic, and ethnic diversity and knows how such differences can influence learning to read.
- 1G. understands the differences between reading skills and strategies and the role each plays in reading development.
- 1H. knows a wide range of quality literature for students.

Performance Indicators - *The competent reading specialist teacher:*

- 1I. adjusts reading instruction to meet the learning needs of diverse learners (e.g., gifted students, students with limited English proficiency) as well as those who speak non-standard dialects.
- 1J. locates, evaluates, and uses literature for readers of all abilities and ages.
- 1K. uses various tools to estimate the readability of texts.
- 1L. uses technology to support reading and writing instruction.
- 1M. demonstrates ability to meet all the requirements set forth in Section 27.100(a) through (l) of this part.

STANDARD 2

The competent reading specialist understands how to diagnose reading disabilities and how to teach and support the education of students with reading disabilities.

Knowledge Indicators - *The competent reading specialist teacher:*

- 2A. understands a model of reading diagnosis that includes student proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self monitoring, and motivation.
- 2B. is aware of models of reading disabilities used in special education.
- 2C. knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.
- 2D. understands the uses and limitations of informal and formal assessments.
- 2E. is aware of a variety of individualized and group instructional interventions or programs for students with reading problems.
- 2F. knows models and procedures for providing reading diagnosis and educational services to students with reading problems.

Performance Indicators - *The competent reading specialist teacher:*

- 2G. screens classes to identify students in need of more thorough reading diagnosis.
- 2H. determines strengths and needs of individual students in the areas of reading, writing, and spelling.
- 2I. determines students' reading levels (independent, instructional, frustrational).
- 2J. gathers and interprets information for diagnosis of the reading problems of individual students.
- 2K. develops individual educational plans for students with severe learning problems related to literacy.
- 2L. interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs.
- 2M. develops case study reports of students with reading problems.
- 2N. designs, implements, and evaluates appropriate reading programs for small groups and individuals.

STANDARD 3

The competent reading specialist understands how to interpret and use reading research.

Knowledge Indicators - *The competent reading specialist teacher:*

- 3A. understands the role that reading research should play in guiding pedagogical decisions.
- 3B. understands the types of questions that can be answered by different types of research studies.
- 3C. is aware of major research findings on reading instruction.

Performance Indicators - *The competent reading specialist teacher:*

- 3D. searches and accesses research literature in a systematic way.
- 3E. reads and interprets research findings and applies them to decisions about assessment, curriculum, instruction, selection of materials, and programs.
- 3F. explains research findings to a variety of audiences.
- 3G. collects, analyzes, and interprets State and local test data to describe achievement trends for district, school, and special populations.
- 3H. designs and conducts small-scale, instructional research studies in regular classrooms and special instructional settings.
- 3I. promotes and facilitates teacher research and classroom research.

STANDARD 4

The competent reading specialist provides leadership in curriculum design and implementation.

Knowledge Indicators - *The competent reading specialist teacher:*

- 4A. knows State and national educational standards that are relevant to reading education.
- 4B. knows exemplary programs and practices in reading education.
- 4C. is aware of guidelines for the evaluation of curriculum material and instructional technology.

Performance Indicators - *The competent reading specialist teacher:*

- 4D. helps faculty and administration to articulate a philosophy of reading instruction.
- 4E. participates in development and implementation of school improvement plan.
- 4F. participates in and facilitates reading curriculum design, revision, and implementation efforts.
- 4G. guides the evaluation and selection of instructional materials, including textbooks, tradebooks, materials for students with special needs, and technology.

- 4H. collaborates with allied professionals in assessing, planning, adapting, and delivering reading instruction.
- 4I. participates in the design and implementation of special programs such as early intervention, summer school, and after school programs.
- 4J. assists subject area teachers in selecting appropriate textbooks, software, and other instructional materials.

STANDARD 5

The competent reading specialist provides leadership in staff development.

Knowledge Indicators - *The competent reading specialist teacher:*

- 5A. knows models of staff development.
- 5B. understands processes for consensus-building and conflict resolution.

Performance Indicators - *The competent reading specialist teacher:*

- 5C. provides professional development support to classroom teachers, including teachers in mathematics, science, social studies, and other subjects.
- 5D. demonstrates exemplary reading instruction with students in varied settings, including one-to-one, small group, and classroom.
- 5E. designs staff development programs related to curricular goals.
- 5F. presents professional staff development sessions.
- 5G. locates resources for staff development, including speakers, courses of study, technology, and workshops.
- 5H. serves as a resource on reading to administrators and other policymakers.
- 5I. guides and trains paraprofessionals, tutors, and volunteers.
- 5J. uses multiple indicators of professional growth as the basis for planning and evaluating staff development.

STANDARD 6

The competent reading specialist communicates and works with the public and other professionals.

Knowledge Indicators - *The competent reading specialist teacher:*

- 6A. knows resources and strategies for facilitating communication among school, home, and community.
- 6B. understands the value of community support for school reading programs.

Performance Indicators - *The competent reading specialist teacher:*

- 6C. provides professional presentations on reading curriculum and issues to school boards and community audiences.
- 6D. communicates effectively about reading to media, policymakers, and the general public.
- 6E. facilitates home-school connections and parental participation in school reading programs.
- 6F. develops partnerships with community members, agencies, and universities.
- 6G. advocates for public support of reading education.
- 6H. is open to constructive peer evaluation and feedback.

STANDARD 7

The competent reading specialist secures and manages instructional resources.

Knowledge Indicators - *The competent reading specialist teacher:*

7A. is aware of resources for supporting effective reading programs.

7B. knows funding sources and strategies for seeking support for reading programs.

Performance Indicators - *The competent reading specialist teacher:*

7C. secures instructional materials.

7D. organizes and coordinates efficient access to instructional materials school-wide.

STANDARD 8

The competent reading specialist has high professional standards.

Knowledge Indicator –

8A. The competent reading specialist teacher is aware of and adheres to ethical standards of professional conduct in reading education.

Performance Indicators - *The competent reading specialist teacher:*

8B. reflects on his/her own teaching practices and conducts self-evaluation.

8C. stays current with developments in reading education and literature for children and adolescents by reading professional journals and other publications and by attending professional conferences.

8D. participates actively in local, State, or national professional organizations in reading education.

ILLINOIS LEARNING STANDARDS

LANGUAGE ARTS LEARNING STANDARDS:

STATE GOAL 1: Read with understanding and fluency.

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

STATE GOAL 3: Write to communicate for a variety of purposes.

STATE GOAL 4: Listen and speak effectively in a variety of situations.

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

MATHEMATICS LEARNING STANDARDS:

STATE GOAL 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

STATE GOAL 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

STATE GOAL 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.

STATE GOAL 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

STATE GOAL 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

SCIENCE LEARNING STANDARDS:

STATE GOAL 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

STATE GOAL 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

SOCIAL SCIENCE LEARNING STANDARDS

STATE GOAL 14: Understand political systems, with an emphasis on the United States.

STATE GOAL 15: Understand economic systems, with an emphasis on the United States.

STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

STATE GOAL 18: Understand social systems, with an emphasis on the United States.

PHYSICAL DEVELOPMENT AND HEALTH LEARNING STANDARDS

STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

STATE GOAL 21: Develop team-building skills by working with others through physical activity.

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

STATE GOAL 23: Understand human body systems and factors that influence growth and development.

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

FINE ARTS LEARNING STANDARDS

STATE GOAL 25: Know the language of the arts.

STATE GOAL 26: Through creating and performing, understand how works of art are produced.

STATE GOAL 27: Understand the role of the arts in civilizations, past and present.

FOREIGN LANGUAGES LEARNING STANDARDS

STATE GOAL 28: Use the target language to communicate within and beyond the classroom setting.

STATE GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

STATE GOAL 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

ILLINOIS STATE LEARNING STANDARDS FOR LANGUAGE ARTS

ILLINOIS STATE GOAL 1: Read with understanding and fluency.

Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely, build a strong foundation for learning in all areas of life.

A. Apply word analysis and vocabulary skills to comprehend selections.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
1.A.1a Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.	1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.	1.A.3a Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).	1.A.4a Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.	1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.
1.A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.	1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.	1.A.3b Analyze the meaning of words and phrases in their context.	1.A.4b Compare the meaning of words and phrases and use analogies to explain the relationships among them.	1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.

B. Apply reading strategies to improve understanding and fluency.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.	1.B.3a Preview reading materials, make predictions and relate reading to information from other sources.	1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.	1.B.5a Relate reading to prior knowledge and experience and make connections to related information.
1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.	1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.	1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.	1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.	1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.
1.B.1c Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).	1.B.2c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , clarify terminology, seek additional information).	1.B.3c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , draw comparisons to other readings).	1.B.4c Read age-appropriate material with fluency and accuracy.	1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work.
1.B.1d Read age-appropriate material aloud with fluency and accuracy.	1.B.2d Read age-appropriate material aloud with fluency and accuracy.	1.B.3d Read age-appropriate material with fluency and accuracy.		1.B.5d Read age-appropriate material with fluency and accuracy.

C. Comprehend a broad range of reading materials.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
1.C.1a Use information to form questions and verify predictions.	1.C.2a Use information to form and refine questions and predictions.	1.C.3a Use information to form, explain and support questions and predictions.	1.C.4a Use questions and predictions to guide reading.	1.C.5a Use questions and predictions to guide reading across complex materials.
1.C.1b Identify important themes and topics.	1.C.2b Make and support inferences and form interpretations about main themes and topics.	1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme.	1.C.4b Explain and justify an interpretation of a text.	1.C.5b Analyze and defend an interpretation of text.
1.C.1c Make comparisons across reading selections.	1.C.2c Compare and contrast the content and organization of selections.	1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres.	1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).	1.C.5c Critically evaluate information from multiple sources.
1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).	1.C.2d Summarize and make generalizations from content and relate to purpose of material.	1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.	1.C.4d Summarize and make generalizations from content and relate them to the purpose of the material.	1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material.
1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).	1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).	1.C.3e Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).	1.C.4e Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).	1.C.5e Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).
1.C.1f Use information presented in simple tables, maps and charts to form an interpretation.	1.C.2f Connect information presented in tables, maps and charts to printed or electronic text.	1.C.3f Interpret tables that display textual information and data in visual formats.	1.C.4f Interpret tables, graphs and maps in conjunction with related text.	1.C.5f Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.

ILLINOIS STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

A. Understand how literary elements and techniques are used to convey meaning.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
2.A.1a Identify the literary elements of theme, setting, plot and character within literary works.	2.A.2a Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.	2.A.3a Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.	2.A.4a Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.	2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).
2.A.1b Classify literary works as fiction or nonfiction.	2.A.2b Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.	2.A.3b Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.	2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of the literary piece.	2.A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece.

<p>2.A.1c Describe differences between prose and poetry.</p>	<p>2.A.2c Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).</p>	<p>2.A.3c Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).</p>	<p>2.A.4c Describe relationships between the author's style, literary form (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, essays) and intended effect on the reader.</p>	<p>2.A.5c Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries.</p>
		<p>2.A.3d Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint.</p>	<p>2.A.4d Describe the influence of the author's language structure and word choice to convey the author's viewpoint.</p>	<p>2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works.</p>

B. Read and interpret a variety of literary works.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
2.B.1a Respond to literary materials by connecting them to their own experience and communicate those responses to others.	2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.	2.B.3a Respond to literary material from personal, creative and critical points of view.	2.B.4a Critique ideas and impressions generated by oral, visual, written and electronic materials.	2.B.5a Analyze and express an interpretation of a literary work.
2.B.1b Identify common themes in literature from a variety of eras.	2.B.2b Identify and explain themes that have been explored in literature from different societies and eras.	2.B.3b Compare and contrast common literary themes across various societies and eras.	2.B.4b Analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives.	2.B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.
2.B.1c Relate character, setting and plot to real-life situations.	2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.	2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.	2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.	

ILLINOIS STATE GOAL 3: Write to communicate for a variety of purposes.

Why This Goal Is Important: The ability to write clearly is essential to any person’s effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today’s world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

A. Use correct grammar, spelling, punctuation, capitalization and structure.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
3.A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.	3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.	3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.	3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.	3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.

B. Compose well-organized and coherent writing for specific purposes and audiences.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
<p>3.B.1a Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).</p>	<p>3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).</p>	<p>3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.</p>	<p>3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.</p>	<p>3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.</p>
<p>3.B.1b Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).</p>	<p>3.B.2b Establish central idea, organization, elaboration and unity in relation to purpose and audience.</p>	<p>3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.</p>	<p>3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.</p>	
	<p>3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization.</p>		<p>3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement.</p>	

	<p>3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.</p>			
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C. Communicate ideas in writing to accomplish a variety of purposes.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
<p>3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.</p>	<p>3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).</p>	<p>3.C.3a Compose narrative, informative, and persuasive writings (e.g., <i>in addition to previous writings</i>, literature reviews, instructions, news articles, correspondence) for a specified audience.</p>	<p>3.C.4a Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions).</p>	<p>3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.</p>
<p>3.C.1b Create media compositions or productions which convey meaning visually for a variety of purposes.</p>	<p>3.C.2b Produce and format compositions for specified audiences using available technology.</p>	<p>3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.</p>	<p>3.C.4b Using available technology, produce compositions and multimedia works for specified audiences.</p>	<p>3.C.5b Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).</p>

ILLINOIS STATE GOAL 4: Listen and speak effectively in a variety of situations.

Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person’s knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students’ repertoires.

A. Listen effectively in formal and informal situations.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
4.A.1a Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.	4.A.2a Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.	4.A.3a Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.	4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).	4.A.5a Use criteria to evaluate a variety of speakers’ verbal and nonverbal messages.
4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.	4.A.2b Ask and respond to questions related to oral presentations and messages in small and large group settings.	4.A.3b Compare a speaker’s verbal and nonverbal messages.	4.A.4b Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).	4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages.
4.A.1c Follow oral instructions accurately.	4.A.2c Restate and carry out a variety of oral instructions.	4.A.3c Restate and carry out multistep oral instructions.	4.A.4c Follow complex oral instructions.	

4.A.1d Use visually oriented and auditorily based media.		4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).	4.A.4d Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive).	
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B. Speak effectively using language appropriate to the situation and audience.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
<p>4.B.1a Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).</p>	<p>4.B.2a Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.</p>	<p>4.B.3a Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.</p>	<p>4.B.4a Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.</p>	<p>4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology.</p>
<p>4.B.1b Participate in discussions around a common topic.</p>	<p>4.B.2b Use speaking skills and procedures to participate in group discussions.</p>	<p>4.B.3b Design and produce reports and multi-media compositions that represent group projects.</p>	<p>4.B.4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.</p>	<p>4.B.5b Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals.</p>
	<p>4.B.2c Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).</p>	<p>4.B.3c Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).</p>	<p>4.B.4c Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice).</p>	<p>4.B.5c Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice).</p>

	4.B.2d Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.	4.B.3d Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.	4.B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.	4.B.5d Use verbal and nonverbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills).
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ILLINOIS STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.

A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
5.A.1a Identify questions and gather information.	5.A.2a Formulate questions and construct a basic research plan.	5.A.3a Identify appropriate resources to solve problems or answer questions through research.	5.A.4a Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).	5.A.5a Develop a research plan using multiple forms of data.
5.A.1b Locate information using a variety of resources.	5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web- sites, CD-ROMs).	5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.	5.A.4b Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.	5.A.5b Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues.

B. Analyze and evaluate information acquired from various sources.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
5.B.1a Select and organize information from various sources for a specific purpose.	5.B.2a Determine the accuracy, currency and reliability of materials from various sources.	5.B.3a Choose and analyze information sources for individual, academic and functional purposes.	5.B.4a Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes.	5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.
5.B.1b Cite sources used.	5.B.2b Cite sources used.	5.B.3b Identify, evaluate and cite primary sources.	5.B.4b Use multiple sources and multiple formats; cite according to standard style manuals.	5.B.5b Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience.

C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
5.C.1a Write letters, reports and stories based on acquired information.	5.C.2a Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.	5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.	5.C.4a Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience.	5.C.5a Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats.
5.C.1b Use print, nonprint, human and technological resources to acquire and use information.	5.C.2b Prepare and deliver oral presentations based on inquiry or research.	5.C.3b Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.	5.C.4b Produce oral presentations and written documents using supportive research and incorporating contemporary technology.	5.C.5b Support and defend a thesis statement using various references including media and electronic resources.
		5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.	5.C.4c Prepare for and participate in formal debates.	

NCTE and IRA Standards for the English Language Arts

- 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).

English Language Proficiency Standards (WIDA 2004)

English Language Proficiency Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

Four Language Domains:

Each of the five English language proficiency standards encompasses four language domains that define how ELL's process and use language:

1. Listening – process, understand, interpret, and evaluate spoken language in a variety of situations.
2. Speaking – engage in oral communication in a variety of situations for an array of purposes and audiences.
3. Reading – process, interpret, and evaluate written language, symbols, and text with understanding and fluency.
4. Writing- engage in written communication in a variety of situations for a variety of purposes and audiences.

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6 - Reaching	<ul style="list-style-type: none"> • specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5 - Bridging	<ul style="list-style-type: none"> • specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4 - Expanding	<ul style="list-style-type: none"> • specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3 - Developing	<ul style="list-style-type: none"> • general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2 - Beginning	<ul style="list-style-type: none"> • general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1 - Entering	<ul style="list-style-type: none"> • pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support