LOYOLA UNIVERSITY OF CHICAGO
SCHOOL OF EDUCATION
CIEP: 329 Materials, Resources and Strategies for the Reading Teacher
Spring Semester 2018
Cuneo Hall 111
Tuesdays 4:15 – 6:45

Sakai Site: Please check this official website for any changes in the schedule or office hours. In case of emergency or special circumstances, information will be posted.

Dr. Jane Hunt - Jhunt2@luc.edu
Office Hours: Prior to class or TBA

SPECIAL CIRCUMSTANCES: Students who have any special needs or who may require considerations or adaptations/modifications for any reason must contact the instructor personally during the first week of the term so that these issues may be addressed.

COURSE DESCRIPTION: The purpose of this course is to provide teacher candidates in the reading teacher endorsement program with an in depth knowledge and understanding of materials, resources, and strategies available to teachers whose primary teaching responsibility is the teaching of literacy. This course goes beyond what is offered in CIEP 359 and Sequence Five to investigate the needs of elementary and middle school students with special needs in the area of literacy instruction and to identify materials, resources and instructional strategies in order to plan instruction that meets the needs of all students. Use of the Response to Intervention (MTSS) Framework will emphasize data based decision making and problem solving within a systematic response. Curriculum development with respect to the Illinois Board of Education English/Language Arts Learning Standards will be included and applied to individual, small group and whole group instructional models. Teacher candidates will be required to consider historical foundations of literacy instruction and to compare and contrast these with contemporary issues in reading and writing research in order to evaluate curriculum materials and approaches.

Course Theme: Teacher as Decision Maker

REQUIRED TEXTS:
It is highly recommended that candidates PURCHASE rather than rent the following resources. These will be useful in CIEP 305 as well as in future professional teaching. These are professional resources, rather than textbooks. Kindle editions are available and are acceptable, if preferred.


Many additional course materials will be posted on Sakai. The 2018 Illinois Reads books are available in the LUC Curriculum Library. Please contact librarian Tracy Ruppman (Truppman@luc.edu) if you have any questions.

Please note the following additional information related to this course:

- The course schedule listed below is an initial tentative schedule. Please consult the Sakai Website regularly for class notices, schedule updates, descriptions of assignments, and grading rubrics.
- Students will be expected to be prepared for class and have assignments ready to hand in on the dates listed. Assignments will not be accepted via email unless specifically requested by the instructor. Assignments submitted late may be accepted, but full points will not be awarded.
• Students may not re-do assignments or expect that extra credit will be accepted. As a result, it is important to attend drop in sessions or make an appointment for special help prior to the date an assignment is due, if extra assistance is needed.

• Because this course meets only once weekly on Tuesdays, it is highly recommended that candidates begin course assignments/assessments promptly in order to make sure that the requirements are understood. Questions asked about assignments via email will be answered within 24 hours whenever possible on Mondays through Fridays. Candidates should not expect that responses will be provided on weekends.

• In the event of a personal emergency, however, please contact the instructor via email or phone as soon as possible so that course support can be provided if it is helpful.

ALSO – Because this course is dedicated to the teaching of literacy skills: reading, writing, listening, speaking, communication is highly valued. As a result, candidates may not use computers or phones, etc. during class – except – when the activities completed in class require use of them, such as in class work designing curriculum or intervention lessons. The use of computers and social networking sites during class activities has been found to be distracting. Candidates may use these during breaks. If there is a personal reason of importance for use of an individual communication device for social networking to be used during class, please discuss this with the course instructor. It is essential that required textbooks and reading materials be brought to class sessions.

LOYOLA UNIVERSITY CHICAGO OFFICIAL POLICIES:

Conceptual Framework and Conceptual Framework Standards

Teacher candidates in CIEP 329 will be expected to demonstrate the following CF standards. This will be demonstrated through the completion of curriculum development materials designed to teach literacy for students of all backgrounds, learning and linguistic needs. Candidates will also write sample intervention lesson plans designed to utilize data in instructional planning.

• CFS2: Candidates apply culturally responsive practices that engage diverse communities.
• CFS3: Candidates demonstrate knowledge of ethics and social justice.

Candidates are expected to become familiar with and display professional behaviors that follow the guidelines of the International Reading Association's Code of Ethics in all reading practicum experiences.

• ILA Code of Professional Ethics
ILA is committed to the highest level of ethical conduct for all members. ILA believes that it is every member’s obligation to uphold this ethical responsibility with respect to curriculum and instruction, including using technological resources; assessing, diagnosing, and evaluating; creating a literate environment; valuing diversities; communicating and interacting with families and the community; exhibiting positive dispositions; and exemplifying professionalism, including conducting research, publishing, making professional presentations, communicating and interacting with colleagues, using technology, and representing oneself honestly as a reading professional.

Diversity It is expected that teacher candidates in CIEP 329 will recognize, respect and address all varieties of diversity in their learning and teaching environments. This will be demonstrated in their coursework and relationships with classmates and instructors and will build upon previous clinical experiences with particular respect to linguistic and cultural diversity as it relates to literacy.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular
Candidates commit to the following dispositions:

**Inquiry:** Candidates use discipline-recognized processes for generating new knowledge in order to expand their theoretical understandings, ability to solve problems and analyze programs. They will deepen their personal understandings, improve their practice, and apply their learning about communities, families and students. Candidates will draw upon or collect various forms of data and information including literature, quantitative and qualitative data, formal and informal assessments, information about students, families and communities, and personal reflection when generating new knowledge. Candidates use their inquiry-based generated knowledge using multiple sources to inform their instruction and promote learning for all.

- Assessment: Illinois Reads curriculum plan, Sample intervention lesson plan, Sample writing intervention plan

**Social Justice:** Candidates adopt a stance of affirming and welcoming diversity in both local and global communities. They demonstrate respect for and understanding of differences across and within groups through their spoken and written course contributions as well as in the actions they take. Candidates promote social justice by taking ethically guided actions to challenge practices and policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to continuing to develop their understanding around issues of diversity. They further demonstrate their commitment to contribute to the work of preventing and/or undoing injustices by advocating for individuals, populations, or groups who currently are, or have historically been, oppressed and marginalized through covert and overt practices on the part of institutions or individuals.

- Assessment: Illinois Reads curriculum plan, Sample intervention lesson plan, Sample writing intervention plan

**Professionalism:** Candidates demonstrate personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidates promote their own development and the development of others and engage in collaborative relationships that promote mutually beneficial outcomes. Candidates adhere to ethical practices, guidelines, and professional standards of their profession.

- Assessment: Illinois Reads curriculum plan, Sample intervention lesson plan, Sample writing intervention plan

**IDEA Course Evaluation Link for Students**
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation, go to: [http://luc.edu/idea/](http://luc.edu/idea/) and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Course evaluations for this course will be completed online beginning this semester. The goals of CIEP 329 are primarily to support candidates in:

3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
9. Learning how to find and use resources for answering questions or solving problems
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: **LiveText**.

**Syllabus Addendum**

**Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

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**CIEP 329 Participation Policy:**

It is expected that teacher candidates in CIEP 329 will demonstrate high levels of professionalism and responsibility in all aspects of their work in this course. In order to complete the course assessments and requirements in a satisfactory manner, it is important for candidates to be present and well prepared for all sessions. The following guidelines for participation will be considered in the module grades.

**Professional Attitude and Demeanor Part I**
- 2-Always prompt and regularly attend sessions.
- 1-Rarely late and regularly attend sessions (No more than 1 absence).
- 0-Often late and/or poor attendance at sessions (More than 2 absences).

**Professional Attitude and Demeanor Part II**
- 2-Always prepared for sessions with assignments and required materials.
- 1-Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.

**Level of Engagement in Class**
- 2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
- 1- Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
- 0- Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

**Integration of Readings into Classroom Participation**
- 2- Often cite from readings; use readings to support points.
- 1- Occasionally cite from readings; sometimes use readings to support points.
- 0- Rarely cite from readings; rarely use readings to support points.

**Listening Skills**
- 2- Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
- 1- Listen when others talk, both in groups and in sessions
- 0- Rarely listen when others talk, both in groups and in sessions.

**Grading Scale for CIEP 329**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93–100</td>
</tr>
<tr>
<td>B</td>
<td>83–86</td>
</tr>
<tr>
<td>C</td>
<td>73–76</td>
</tr>
<tr>
<td>D</td>
<td>60–0</td>
</tr>
<tr>
<td>E</td>
<td></td>
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</tbody>
</table>

- A: Outstanding
- B: Good
- C: Satisfactory
- D: Needs Improvement
- F: Failed
### Participation Rubric

<table>
<thead>
<tr>
<th>Does not meet expectations 50% or below</th>
<th>Partially meets expectations 70%</th>
<th>Meets expectations 85%</th>
<th>Exceeds expectations 100%</th>
</tr>
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<tbody>
<tr>
<td>Candidates repeatedly report to class late, or fail to make up absences, or are repeatedly unprepared for class activities; do not respond to faculty communication concerning issues of attendance, participation or assignments within 48 hours, and/or use inappropriate tone, word choice and etiquette when interacting with faculty, co-teachers, peers, or students in class, via email or online; regularly fail to demonstrate respectful or professional listening skills. They routinely check personal communication devices and are distracted during class sessions.</td>
<td>Candidates report to class on time and contribute to course discussions and activities; attend all but a few class sessions and make an attempt to connect with classmates regarding what they have missed; contribute to most class activities and discussions with a basic level of preparedness; bring required materials to most class sessions; use appropriate professional tone and word choice in all communication in class and online; demonstrate professional and respectful listening skills most of the time; are only distracted by personal electronic devices infrequently.</td>
<td>Candidates report to class on time, and are prepared for the activities of the course as described in the syllabus, including bringing texts, initiate communication with faculty and others directly impacted when an issue of attendance, participation or assignments arises; accept constructive feedback and initiate changes to improve performance; use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students in class, via email or online and in a timely manner; demonstrate professional and respectful listening skills. They do not use personal electronic devices in class when in appropriate.</td>
<td>Candidates report to class early, and are prepared for course activities – including bringing texts, proactively communicate to faculty and others directly impacted about potential issues of attendance, participation or assignments, and provide solutions to address the issue or attempt to resolve the issue independently; use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students; demonstrate professional and respectful listening skills. Candidates seek assistance well in advance and communicate professionally and respectfully via email or online. They do not use personal electronic devices in class when in appropriate.</td>
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### CALENDAR    Topic    Assignment Due

1) Jan. 16  
Course Introduction, CCSS ELA, Core Literacy Instruction,  
History of Basal Reading Instruction, 
*Reading Moves: What Not to Do* (Allington, 2014) link on Sakai  
Introduction to *Strategies that Work* and Curriculum Planning  
Illinois Reads introduction  
[www. Illinoisreads.org](http://www. Illinoisreads.org)  
Who are My People? Start keeping a list of researchers and authorities that are important to you.
2) Jan. 23 Illinois Reads ISBE standards and curriculum mapping overview
   Strategies that Work Overview
   Strategic Instruction and Thinking Intensive Learning
   Core Literacy Articles on Sakai
   Select Illinois Reads book
   Where I’m From Poem

3) Jan. 30 Meet in Computer Lab – TBA (or Feb. 6th)
   Computer lab Smart Notebook Training
   Text Analysis for Struggling Readers
   (Readability, Lexiles, Genres, Motivation)
   STW Chapters 1 - 4
   Readability resources on Sakai
   Connecting Strategic Instruction with Technology
   https://www.luc.edu/itrs/teachingwithtechnology/smarttechnologies/

4) Feb. 6 Strategy Lessons from STW
   STW Part Two Overview
   Finish reading Illinois Reads text prior to today’s class
   Model strategies in class

5) Feb. 13 Designing Smartboard Notebook/Ppt. strategies
   Il Reads Curriculum Plan Due

6) Feb. 20 Work in class on STW for Illinois Reads text
   Bring all materials

7) Feb. 27 Presentations/Peer Support for Illinois Reads curriculum mapping
   Share Smartboard/Ppt.
   Activities in class

Spring Break March 6th through 10th

8) March 13 Introduction to interventions for struggling readers
   “Intensive Instructional Supports”
   Using assessment data to plan for interventions
   IL Reads Due
   https://iris.peabody.vanderbilt.edu/module/dbi1/cresource/q1/p01/
   Core Reading Program Elements: Kozloff and Gill

Final Illinois Reads/Strategies that Work Project should be uploaded into Sakai Dropbox by March 14th

9) March 20 Writing**
   Analysis and interventions
   LEA (Language Experience Approach)
   Writing Sample
   Articles on Sakai

10) March 27 Supporting print skills and development of word knowledge
    Writing Intervention Lesson Plan

11) April 3 Contextual reading and fluency for early readers
    Data Based Targeted Instruction

12) April 10 Supporting vocabulary and oral language
    Chapters 5 & 6 (TSR)

13) April 17 Comprehension strategies
    Chapters 7 & 8 (TSR)

14) April 24 Special Topic: Homelessness and Literacy
    Planning ahead for Practicum, Fall 2018
    Articles on Sakai
NO FINAL EXAM IN THIS COURSE

Assignments and Points for Grading:

Rubrics for all assignments and grades will be posted on Sakai
*Rubrics MUST be handed in with all assignments, if assignments are not submitted electronically.

Where I’m From Poem 5%
ISBE Curriculum Mapping Chart 5%
Modeling of discussion strategy from IL Reads Book 5%
Smartboard or PPT. strategies for STW 25%
Unit lessons for STW/Illinois Reads Texts 25%
Sample Intervention Lesson Plan 15%
Writing Sample Analysis and Intervention Plan 10%
Class Participation (see rubric above) 10%

COURSE REQUIREMENTS
READING TEACHER CANDIDATES SHOULD FOLLOW THE GUIDELINES FOR PROFESSIONALISM:
All work should demonstrate serious effort and professionalism.
All work must be individually completed. Credit must be given to original and online sources.
All assignments must be typed unless it is appropriate to hand write them.
All assigned work must be completed and turned in on the dates listed on this syllabus.
Late work may not be accepted. If it is, based on the circumstances, points may be subtracted and grades will be reduced from all work that is handed in late without prior consent from this instructor.
Attendance will be taken at the beginning of class. Reading Teacher Candidates not present at this time may be marked as absent. If they are absent from class, they should notify the instructor by e-mail.

Required Readings: Reading Teacher Candidates will be responsible for all assigned readings. Readings should be completed by the dates listed above. Required texts must be brought to class on days readings are assigned.

Class Participation: Reading Teacher candidates will be expected to attend class and participate in class activities and discussions. Work from daily activities that are not otherwise graded will be included here. Only students who have excused absences from the Asst. Dean or for Athletic participation will be allowed to make up participation points. The rubric is provided above.

Assessment Instructions and Rubrics for the following will be posted on Sakai:

Illinois Reads: The LUC Curriculum Library has purchased the books identified for 2018 in Illinois Schools. Candidates will participate in this combined ISBE, IRC and Illinois Secretary of State project this semester and will collaborate with reading teachers in Illinois. This project meets the ISBE reading teacher standards:

c) The competent reading teacher participates in curriculum design and implementation.
   1) Knowledge Indicators – The competent reading teacher:
      A) knows State and national educational standards that are relevant to reading education.
B) knows exemplary programs and practices in reading education.
C) is aware of guidelines for the evaluation of curriculum material and instructional technology.

2) Performance Indicators – The competent reading teacher:
   B) participates in and facilitates reading curriculum design, revision, and implementation efforts.
   C) participates in the evaluation and selection of instructional materials, including textbooks, trade books, materials for students with special needs, and technology.

d) The competent reading teacher communicates and works with the public and other professionals.
   1) Knowledge Indicator – The competent reading teacher understands the value of community support for school reading programs.
   2) Performance Indicators – The competent reading teacher:
      A) communicates effectively about reading to the general public.

Illinois Reads / Strategies that Work Project:
This project will be completed individually prior and the candidates’ work will be submitted to the Illinois Reading Council and posted on their website for use by classroom teachers. Candidates will select a grade level and simulate the type of unit development for the teaching of CCSS ELA standards that is frequently completed by school based reading teachers. Candidates will select a text from the Illinois Reading 2017 list for grades 2 – 8*, read the book, identify its readability factors, develop a curriculum mapping chart based on the ISBE model utilizing this text, develop a plan for teaching the entire text, create instructional strategies utilizing interactive software for four Strategies that Work Comprehension strategies, and provide an instructional outline for teaching ELA standards and literacy skills with this text. Models for this project created by the course instructor and Illinois reading specialists will provide examples for candidates to follow. The project must be approved by the course instructor. Class time will be provided to work on this project with guidance from the course instructor. Candidates will utilize UbD (Understanding by Design) as they work through the stages of project completion. Books must be selected for the grade level of the candidates’ teaching endorsement ranges.
(* A book from the grades K – 2 list may be selected instead, but then six lessons with Smartboard/Ppt. activities will be required.)

ISBE Curriculum Mapping Chart
Candidates will create a graphic overview for their Illinois Reads units. Candidates will select a text, identify an appropriate grade level for its instructional use, identify CCSS ELA standards and complete the overview of the comprehension/vocabulary and written response elements that will be taught along with the reading of the trade book selected. Candidates should determine what standards can be taught most effectively through the use of the book they select.

Model Strategy for IL Reads Book
Candidates will present a short vocabulary strategy or comprehension strategy with a technology component that emphasizes high level comprehension skills. We will “workshop” this strategy in class, and then it will be included in the IL Reads unit.

Smartboard comprehension strategies for STW (4/6 strategies for 4/6 different chapters/sections in the text)
Candidates will develop four Smartboard interactive and engaging instructional strategies for use with their text. LUC IT provides a code for downloading the Smartboard Notebook software on students’ personal computers. The software is also available on University computers. (Six lessons and materials are required for picture books, grades K – 2)

Unit lessons for STW/Illinois Reads Texts
Following samples developed and provided by the course instructor and reading specialists from the Illinois Reads project, candidates will provide overviews of lesson plans for teaching a text, emphasizing the focus of the selected CCSS ELA standards, reading comprehension, text vocabulary, and written and verbal responses – and utilization of the Smartboard Notebook software, which is available on LUC campus computers OR power point.

**Sample Intervention Lesson Plan:** Candidates will write a lesson for a sample intervention lesson for students in a grade of their choosing from 1 to 8 and connect this to students needs that are based on assessment data. The sample lessons in (TSR) will be used as guides. It will be important that candidates demonstrate how instructional planning for intervention lessons is different from basic Tier One Core Curriculum Lesson Planning.

**Writing Sample Analysis and Intervention Plan:** Candidates may collect a writing sample from an unidentified student at a clinical site OR use one that is provided on Sakai. The piece of writing should be analyzed for strengths and weaknesses. CCSS ELA standards should be identified for writing that would be helpful to work with for this student. Then a three element focused writing intervention plan should be developed using the (TSR) references in chapter 8.

### List of Illinois Reads 2018 books for grades 3 – 8  These books will all be available in the LUC Curriculum library.

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<thead>
<tr>
<th>Grades</th>
<th>Title</th>
<th>Author</th>
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<tbody>
<tr>
<td>Ages 5-7</td>
<td>When Penny Met POTUS, Capstone, 2016</td>
<td>Rachel Ruiz</td>
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<tr>
<td></td>
<td>Everybody Sleeps (But not Fred), Clarion, 2015</td>
<td>Josh Schneider</td>
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<tr>
<td></td>
<td>Creepy Pair of Underwear, Simon &amp; Schuster, 2017</td>
<td>Aaron Reynolds</td>
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<tr>
<td></td>
<td>The Skin You Live In, Chicago Children’s Museum, 2005</td>
<td>Michael Tyler, David Lee Csicsko - illus</td>
</tr>
<tr>
<td></td>
<td>The Golden Rule, Abrams, 2007</td>
<td>Ilene Cooper</td>
</tr>
<tr>
<td>3 – 5</td>
<td>Solving the Puzzle Under the Sea: Marie Tharp Maps the Ocean Floor, Simon and Schuster, 2016</td>
<td>Robert Burleigh</td>
</tr>
<tr>
<td>Ages 8-10</td>
<td>Penelope March is Melting, Delacourte, 2017</td>
<td>Jeffrey Michael Ruby</td>
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<tr>
<td></td>
<td>Red, Knopf, 2016</td>
<td>Liesl Shurtliff</td>
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<tr>
<td></td>
<td>Margaret and the Moon, Knopf, 2017</td>
<td>Lucy Knisley, illus.</td>
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<tr>
<td></td>
<td>Fresh Picked Poetry: A Day at the Farmers’ Market, Charlesbridge, 2017</td>
<td>Michelle Schaub</td>
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<tr>
<td>6 – 8</td>
<td>The Matchstick Castle, Putnam, 2017</td>
<td>Keir Graff</td>
</tr>
<tr>
<td>Ages 11-13</td>
<td>Ethan Markus Stands Up, Aladdinin, 2017</td>
<td>Michele Weber Hurwitz</td>
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<td></td>
<td>YORK: The Shadow Cipher, HarperCollins, 2017</td>
<td>Laura Ruby</td>
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<tr>
<td></td>
<td>Edgeland, Putnam, 2017</td>
<td>Peter Kujawinski</td>
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<tr>
<td></td>
<td>The Thing About Luck, Athenaeum Books , 2013</td>
<td>Cynthia Kadohata</td>
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<tr>
<td></td>
<td>The Harlem Charade, Scholastic, 2017</td>
<td>Natasha Tarpney</td>
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<tr>
<td></td>
<td>Sinking the Sultana: A Civil War Story of Imprisonment, Greed, and a Doomed Journey Home, Candlewick, 2017</td>
<td>Sally M. Walker</td>
</tr>
</tbody>
</table>
**COURSE STANDARDS:** Compiled from the International Literacy Association (ILA) and the Illinois State Board of Education (ISBE) reading teacher standards.

**Knowledge Indicators:**

1. Understands the purposes and characteristics of different kinds of curricula and related teaching resources and selects or creates instructional materials that are consistent with what is currently known about student learning in ELA.
2. Understands the need for effective core literacy instruction and further tiered instruction targeted to student needs, such as Response to Intervention.
3. Understands reading and writing problems and how to support struggling readers and writers in the classroom.
4. Understands critical topics that have historically influenced reading education.
5. Understands criteria for evaluating and selecting appropriate materials for elementary and middle school literacy instruction.
6. Understands the range and influence of print and non-print media and technology in contemporary culture.
7. Knows about various print and non-print resources for elementary and adolescent learners, and their uses in the literacy classroom.
8. Demonstrates knowledge of, and uses for, an extensive range of informational texts appropriate for use in elementary and middle school classrooms.
9. Maintains current knowledge of high quality print and non-print resource and materials.
10. Knows a variety of textual and programmatic resources geared to addressing the needs of struggling readers including those that are high-interest, low-readability.
11. Understands the research base for supporting the development of diverse elementary and adolescent literacy learners.
12. Understands of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write.
13. Understands the relationship between first- and second-language acquisition and its implications for literacy development.
14. Understands cognitive, language, processing, emotional, social, economic and educational factors typically involved in reading and writing difficulties.
15. Understands the resources and strategies that can support the development of academic vocabulary for diverse readers and writers.
16. Develops, implements, evaluates and modifies effective instruction using the new Illinois Learning Standards for English Language Arts incorporating the Common Core.
17. Reflects on his/her own teaching in light of evidence based literacy research, theory and practices and makes adjustments in teaching as appropriate.
18. Evaluates the curriculum to ensure that instructional goals and objectives are met.
19. Demonstrates knowledge of evidence based instructional strategies to support struggling readers and writers.

**Performance Indicators:**

1. Enacts instructional practices that reflect the theory and research on the interaction among content, motivation and engagement in literacy instruction.
2. Plans and implements effective core literacy instruction.
3. Uses a variety of evidence-based practices to differentiate literacy instruction for diverse learners.
4. Uses a variety of approaches to teach decoding (e.g., sound-symbol relationships, spelling patterns, syllabication, structural analysis) of regular words, irregular words, and multi-syllable words, in isolation and within texts.
5. Provides instruction in the use of structural analysis and morphemic analysis independently to decode and determine the meaning of multisyllabic words.
6. Uses a variety of approaches to teach students to read fluently with sufficient accuracy, rate, and expression.
7. Provides instruction in identifying a theme or central idea and analyzing its development across the text.
8. Prepares students to analyze how particular elements of a story or drama interact.
9. Teaches students to analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
10. Creates instruction that enables students to integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
11. Provides instruction in comparing and contrasting text in different forms or genres, for example, stories and poems, historical novels and fantasy stories, in terms of their approaches to similar themes and topics.
12. Demonstrates how reading comprehension strategies are flexible for making and monitoring meaning in both print and non-print texts and teaches a wide variety of such strategies to all students.
13. Uses an evidence-based rationale to select and use print, digital, and online resources.
14. Builds an accessible, multilevel, and diverse classroom library that contains traditional print, digital, and online resources.
15. Supports students in developing strategies for identifying and locating appropriate academic and recreational reading.
16. Adapts text as necessary in order to make it accessible to struggling readers.
17. Supports team approaches for literacy instruction for diverse learners across disciplines.
18. Identifies and uses strategies for making text accessible and comprehensible to English Language Learners.
19. Teaches academic language and vocabulary for literacy discussion and writing.
20. Provides multiple ways for students to demonstrate their reading and writing proficiency.
21. Models reading and writing as valued and purposeful lifelong activities.
22. Builds a collaborative community that supports and engages students in reading, writing, listening, speaking, viewing and visually representing.
23. Designs a classroom environment that is conducive to a variety of individual, small and large group literacy activities.
24. Creates opportunities for students to analyze how social context affects language and to monitor their own language and use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender and ability.