UNIVERSITY MISSION STATEMENT

Spalding University is a diverse community of learners dedicated to meeting the needs of the times in the traditions of the Sisters of Charity of Nazareth through quality undergraduate and graduate liberal and professional studies, grounded in spiritual values, with emphasis on service and the promotion of peace and justice.

COLLEGE OF EDUCATION MISSION STATEMENT

In keeping with the Spalding University pioneer spirit of service and the tradition of collaborative commitment to the development of the total person, the College of Education has as its mission the preparation of educators who possess intellectual understanding, the holistic perspective, and professional skills to lead others to the maximum use of their potential for lifelong learning in a multicultural society.

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<th>Term/Year</th>
<th>GR1B, Fall, 2011</th>
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<tr>
<td>Course/Credits</td>
<td>READING THEORIES &amp; PRACTICES IN THE ELEMENTARY SCHOOL (3)</td>
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<tr>
<td>Course Number</td>
<td>EDR 515</td>
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<tr>
<td>College &amp; Program</td>
<td>College of Education, MAT Traditional Initial Certification Program</td>
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<td>Dates/Time/Room</td>
<td>EDR 515 GR1B1112: Th, 6:00 to 9:10 p.m., Mansion West 208 8/22 – 11/15</td>
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<tr>
<td>Professor:</td>
<td>Karen Dunnagan, Ph. D.</td>
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<td>Phone:</td>
<td>(502) 873-4263</td>
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<td>Office Hours:</td>
<td>W &amp; TH 2:00 - 5:00 p.m.</td>
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CATALOGUE DESCRIPTION

This course studies the developmental milestones in reading, literate classroom environments, reading processes, reading assessment, and teaching for continuous reading progress. It is designed for students in the initial teacher certification program and requires 20 hours of field experience. (Spalding University Catalogue)
REQUIRED TEXTS & MATERIALS*


International Reading Assoc. [www.reading.org](http://www.reading.org)  Kentucky Reading Assoc. [www.kra.org](http://www.kra.org)
Kentucky Teacher Internship Program: Teacher Performance Assessment Handbook [www.kyepsb.net](http://www.kyepsb.net)  *Students are required to use Spalding University e-mail to correspond with professors. E-mail and LiveText is accessed through the Spalding Portal at [https://my.spalding.edu](https://my.spalding.edu)*

COMMON CORE STANDARDS – KY SENATE BILL 1

Along with competencies delineated in the Conceptual Framework, participants must be aware that all professional education courses address and affirm the Common Core Standards under the Commonwealth of Kentucky Senate Bill 1 (SB1) requiring more rigorous learning standards to ensure more Kentuckians graduate from high school ready for college or career, and for collaboration among postsecondary institutions to accomplish this goal. Further, all teacher preparation programs value diversity and the importance of helping all children develop reading and literacy skills, attaining high levels of skill in assessing the outcomes of instruction, and using those skills to develop strategies for closing identified achievement gaps.

MODES OF INSTRUCTION

Presentations, assignments, and assessments in this course are designed to meet the needs of diverse learners in public and private schools, enable teacher candidates’ success as articulated by national and state standards, apply performance assessment leading to continuous improvement guided by evaluation and reflection, and integrate the knowledge, skills, and dispositions required for effective teaching. Teacher candidates will be engaged in reading, writing, viewing, and discussing key elements in literacy education. They will observe and participate in literacy learning and teaching through individual and collaborative projects/presentations and 20 clock hours of field experience. All individual and collaborative learning projects require the use of technology for research and presentation.

INSTRUCTIONAL ACCOMMODATION

Class members who require special arrangements in order to meet course requirements should contact the instructor immediately to organize instructional accommodations. Students seeking instructional accommodation must provide written verification of the need for such accommodation from Kelly Cogar, ext 4161 in the Office of Accessibility Services located in the Academic Resource Center in the lower level of the University Library, room 020.
ACADEMIC POLICIES

The current University catalog, available on-line: www.spalding.edu delineates pertinent academic policies, including academic and professional integrity and penalties for non-compliance. Students are responsible for compliance with these policies, and all students enrolled in courses in the College of Education will use the on-line program “turnitin.com” to document originality of student work and accurate citation of all other published electronic or print materials quoted, excerpted, summarized, or referenced within students’ papers.

CONCEPTUAL FRAMEWORK, FUNCTIONAL DIMENSIONS, and PROFESSIONAL DISPOSITIONS

The College of Education has defined the “Educator as Leader” as a professional who embodies six functional dimensions: 1) Change Agent/Transformational Leader, 2) Knowledgeable Practitioner, 3) Persevering Advocate, 4) Continuous Assessor, 5) Technologically Astute Practitioner, and 6) Responsible Professional.

The “Educator as Leader” dispositions are characterized by a metaphor of an interlaced Celtic knot. The never-ending strands represent the permanence and continuum of professional teacher dispositions drawn from a knowledge-base aligned with national, state, and professional standards in support of student learning and development. The symbol represents the following attributes of leaders:

Knowing  
demonstration of continued devotion to acquiring knowledge about the content, pedagogy, and professional areas of teaching

Reflective  
demonstration of the belief that all students can learn and the ability to evaluate teaching and learning experiences for personal and professional growth

Creative  
demonstration of flexibility in meeting needs and using best practices to promote student learning

Caring  
demonstration of respect for self and others, openness to diverse perspectives and cultures, and perseverance in serving learners, families, schools, and communities

Ethical  
demonstration of a commitment to fairness and to the principles of personal, academic, and professional integrity

Visionary  
demonstration of insight in creating a learning environment and communicating a view of teaching and learning that empowers others to achieve their potential.

EXPECTATIONS OF THE CLASS MEMBERS AND THE INSTRUCTOR

We are all teachers; we are all learners. We will demonstrate respect for diverse individuals, groups, and perspectives through courtesy, honesty, patience, punctuality, fulfillment of individual obligations to cooperative studies, and completion of all collaborative class efforts to the best of our abilities. We will study and work together to achieve our learning objectives. We will celebrate accomplishments and set new goals. We will engage in debate and "agree to disagree" as scholars must. We will support each other in our commitment to serve the needs and best interests of those we teach.
COURSE GOALS

Teacher candidates will examine theories and best teaching practices to understand how literacy is acquired in order to become elementary grade teachers who will guide all p-5 grade children’s literacy development effectively. Assigned readings include scholarship in language and cognition, children’s literature, curriculum design, and the communication arts. Collaborative and individual learning projects require candidates to engage in critical reflection on research and practice in p-5 literacy education. Candidates will read widely, reflect critically, and participate in required field experiences essential to their development of the knowledge, skills, and dispositions to lead all p-5 learners toward becoming fully engaged members of a culture of literacy.

LEARNER OUTCOMES (aligned with the Kentucky Teacher Standards (Initial Level) and the Standards for Literacy Education approved by the International Reading Association & National Council for Teachers of English. Students are required to access on-line the Kentucky Common Core State Standards for English Language Arts & Literacy for the elementary grades K-5, and these standards will be addressed for lesson planning using the Kentucky Teacher Internship Program template for Task A1, A2, A3.

1. Class members will demonstrate their understanding of the processes that characterize children’s literacy development in linguistically and culturally diverse home and school contexts as they observe, assess (both formatively and summatively), and guide young children’s (K-2) emergent and early literacy development in field experience in tutorial, small group, and whole class teaching and learning in urban classrooms with diverse populations. (KTS Initial level: 1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.3, 3.4, 4.1, 4.2; 5.2; 6.1, 6.5; 7.1, 7.2; NCTE/IRA: 1, 3, 4, 9)

2. Class members will demonstrate their understanding of children’s literacy development in intermediate grades (3-5) as they collaborate to design a literature unit that integrates reading and writing across content areas and meets the needs and interests of diverse learners during field experience in tutorial, small group, and whole class teaching and learning. (KTS Initial level: 1.1, 1.2, 1.3; 2.1, 2.3; 3.3, 3.4; 4.1, 4.2; 5.2; 6.1, 6.5; 7.1, 7.2; NCTE/IRA: 1, 3, 4, 9)

3. Class members will demonstrate their ability to connect theories of literacy learning with effective classroom practices that enhance children’s meaningful experiences with authentic literature through shared reading/interactive writing and guided reading/guided writing during field experience in urban classrooms with diverse student populations. (KTS Initial level: 1.1, 1.2, 1.3; 2.1, 2.3; 3.3, 3.4; 4.1, 4.2; 5.2; 6.1, 6.5; 7.1, 7.2; NCTE/IRA: 1, 3, 4, 9)

4. Class members will communicate their understanding of theoretical and philosophical perspectives concerning reading processes in a critically reflective position paper that discusses the nature of literacy and how it can be acquired and developed in diverse p-5 classrooms. (KTS Initial level: 1.1, 1.2, 1.3; 7.1, 7.2; NCTE/IRA: 5, 7, 8, 9, 11)

5. Class members will demonstrate their professional knowledge, dispositions, and leadership skills through across diverse learning communities through research projects, presentations, membership/participation in professional literacy organizations (IRA/NCTE), and critically reflective oral and written professional communication with school and community stakeholders. (KTS Initial level: 1.1; 6.5; 7.2, 7.3; NCTE/IRA: 5, 7, 9, 11)
COURSE ASSIGNMENTS  Please retain copies of all projects for your Teacher Performance Assessment Certification Portfolio for admission to student teaching organized in accordance with the initial level of the KTS.

1. Critical reflection #1: Following completion of participation in a discussion group for the Allen text, please submit a typed response to the ideas and the experience with implications drawn for your own field observation and field experiences among diverse learners in urban, suburban, and rural elementary schools. (KYTS 1.1, 1.2, 3.2; 10.1; NCTE/IRA: 4, 5, 9, 11) Scoring rubric attached.

2. Critical reflection #2: Please submit a typed response to an article reporting recent research in literacy education (research article options provided by the professor). (KYTS 1.1; NCTE/IRA 4, 5, 11) Scoring rubric attached.

3. Midterm examination: multiple choice, short answer, & essay. (KYTS 1; NCTE/IRA 5)

4. Field experiences: a) Shared book and interactive writing teaching experience. Collaborate with a partner to design, direct, and formatively assess a “big book” shared reading and writing experience in a kindergarten classroom. Submit the lesson plan and a typed critical reflection describing where you went, what the classroom and children were like, what you did, why you did it, how the children responded to what you did, what you learned about young children’s interactions with shared reading of a text and interactive writing, and what you think about this approach to classroom support of young children’s emergent literacy. Discuss how this approach could be used with any age group of English Language Learners or with students who are experiencing special challenges in literacy progress. Each member of the collaborative team is expected to develop his or her own independent critical reflection paper in which each of the elements described above must be addressed with rich examples in the typed paper. (KYTS Initial level: 1.1, 2.1, 4.1, 7.1; NCTE/IRA: 4, 11)

5. Field experiences: b) Guided reading observation & teaching experience. Observe a guided reading lesson in a 1st, 2nd or 3rd grade classroom. Collaborate with a partner to design, direct, and summatively assess a guided reading lesson with 1st, 2nd or 3rd grade students. Type a critical reflection evaluating this approach to supporting children’s literacy development in the same manner as that of the paper for the shared book experience. (KYTS Initial level: 1.1, 2.1, 4.1, 7.1; NCTE/IRA: 4, 11)

6. Field experiences: c) Observe a teacher as she or he completes a running record of a student’s oral reading. Then take 3 running records of 3 different students reading the same passage, and take 3 running records of one child reading 3 different passages. Type a critical reflection in which you analyze your findings and evaluate this approach to supporting children’s literacy development in the primary grades. Consider how this approach to literacy assessment could be used with ELL and older students with special needs for matching students with appropriate texts. (KYTS Initial level: 1.1, 5.1, 5.2, 7.1; NCTE/IRA: 3)

7. Integrated Novel Unit and KTIP lesson plans and formative/summative assessments for a literature study connecting reading and writing (models provided). Collaborate with a colleague to design a one-week novel unit appropriate for students in grades 3, 4, or 5. Make copies of the unit for each class member and the professor. Create a classroom display to highlight the author, related literature selections, and the most interesting learning opportunities in your unit. These units and lesson plans will be distributed to classroom teachers for review at the Maupin Share Fair. (KYTS Initial level: 1.1, 2.1, 6.1, 6.5; NCTE/IRA: 1, 3, 5, 11)
8. Basic proficiencies. Through classroom activities and field experiences, demonstrate to the professor’s satisfaction the following abilities: a) effective oral communication with and expressive oral reading of literature for p-5 learners; b) competent professional oral and written communication with mentor teachers, administrators, and parents; c) legible manuscript and D’Nealian print and cursive handwriting on whiteboard and chart paper, d) satisfactory development of Kentucky Teacher Internship Program lesson plans and assessments to meet the Kentucky Common Core Academic Content Standards (KCAS) and KTIS Initial level; e) document successful completion of 20 required hours of field experience in K-5 classrooms with diverse populations; f) document membership and participation at any level in KEASP and in the IRA or the NCTE.

9. Graduate research project. Please choose one of the following options or design something more interesting to submit for the professor’s approval. (KTIS Initial level: 1.1; NCTE/IRA: 7, 8, 11)

   a. Pose a fascinating and researchable question in literacy education for diverse learners, and compile an annotated bibliography of 30 research articles that offer potential answers to your question. Make a presentation of your findings to the class, and pose additional questions for further research.

   b. Select one title from the collateral reading list. Respond to the author’s ideas in the form of a typed critical review that compares/contrasts this researcher’s perspective with those of the authors of our texts. Present a creative book talk that invites others to read the book.

   c. Compile a case study of a literacy learner who exhibits diverse learning needs, and write a reflective journal in response to tutoring this one student in literacy development through the “Every1Reads” program.

10. Final essay examination: case study responses. (KYTS Initial level: 1.1; NCTE/IRA: 8)

11. Position paper. Incorporate key theories and effective practices for guiding p-5 students’ literacy development in a one-page typed paper to be shared with the class. Essentially, this paper synthesizes the most salient features of “what I know,” “what I believe” and “what I plan to do” as a literacy leader based on what I have learned in this course. (KTIS Initial level: 1.1, 9.1, 10.1; NCTE/IRA: 11)

ASSESSMENT AND EVALUATION

Consistent, punctual attendance, submission of all assignments, completion of all required field experiences, and enthusiastic participation in all class meetings and activities is essential in earning a positive evaluation for this course. If an emergency situation precludes class attendance, the student must make necessary arrangements with the professor to make up class time and maintain progress in the course. If an absence occurs during a scheduled examination, a make-up exam will be offered to those students who present a documented medical excuse or other verifiable explanation for the absence. Make-up examinations will be constructed and administered in a manner similar to the regularly scheduled exam, but they will be scheduled at the professor’s convenience.

Evaluation of students’ knowledge, performance, and dispositions for teaching will be accomplished through the professor’s assessment of students’ essay examinations, critical reflections on independent
and cooperative learning activities, teaching demonstrations with peers and with elementary grade students in field experiences, and through the application of specific assessment rubrics developed by the professor. All professional communication skills will be assessed in terms of proficiency and appropriateness for inclusion in the Spalding University College of Education Teacher Performance Assessment Certification Portfolio.

All assignments must be completed and submitted to the professor in the manner and time frame stipulated in order to earn a final grade and credit for this course. A four-point scale with increments for plus and minus grades will be used to average scores to determine a final grade for the course: A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D+ = 1.33, D = 1.0, D- = .67, F = 0.0. The grade of “C” is assigned to submissions that meet the stated criteria. The grade of “B” refers to work that exceeds criteria in terms of degree of critical reflection, sound scholarship, and originality. The grade of “A” is assigned to superior oral and/or written expression of extraordinarily clear, original, creative, sophisticated, and insightful thought.

### Assignments

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<tr>
<th>Assignment</th>
<th>Points Earned on 4-point Scale</th>
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<tbody>
<tr>
<td>1. Reflection #1</td>
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<td>2. Reflection #2</td>
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<td>3. Midterm Exam</td>
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<td>4. Shared Reading &amp; Writing w/ reflection #4</td>
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<td>5. Guided Reading &amp; Writing w/reflection #5</td>
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<td>6. Running Records w/reflection</td>
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<td>7. Novel Unit &amp; Lesson Plan (connected to K-5 Common Core Content Standards for English Language Arts &amp; Literacy K-5)</td>
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<td>8. Basic Proficiencies</td>
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<td>9. Graduate Research Project</td>
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<td>10. Final Exam</td>
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<td>11. Position Paper</td>
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### TENTATIVE SCHEDULE

(Subject to change at the professor’s discretion in consultation students.)

**Week One T 8/23**

“What is literacy? What does it mean to be a literate person in a global society?” Introduction to the course and to one another. Completion of baseline writing sample: initial draft of position paper. Review scoring rubric for Reflection #1. **Assignment:** Please read and participate in a small group discussion of the Allen text, *Literacy in the Welcoming Classroom*. Please type a critical reflection on the book that includes your plans for implementation in your own teaching. Select one book by Leo Lionni, and read it to one child or to a small group of children.

**Week Two T 8/30**

“Building a literate community of diverse learners through shared reading.,” “Every1Reads” training session. Handout: “What Is Shared Book Experience?” Practice with “big books.” Please work with a partner to begin drafting a shared book lesson plan that includes shared writing and teaching of features of print. **Assignment:** Please locate on-line and print out a copy for your files of the KTIP lesson plan template and the Kentucky Common Core Academic Standards for elementary grade reading and writing: www.kde.state.ky.us
Week Three T 9/6  “What do children bring to the school reading experience?” In-class writing: focus your thinking on what you have learned about the process of sharing literature with children, and think critically about how children become literate through their participation in read aloud, shared book, and shared writing experiences. **Assignment:** Please read and type a critical reflection on one article from a juried research journal in the field of literacy education: *Reading Research Quarterly; The Reading Teacher; Journal of Learning Disabilities; Journal of Adolescent Literacy; English Journal; Language Arts;* etc. Please read Fountas & Pinnell, ch. 1-3; Cunningham, ch. 1-3.

Week Four T 9/13  “Teaching and learning through shared book experience.” Collaboration to design shared book reading & writing lesson plans. Field observations of shared reading & writing. Discussion of research reports. **Due:** Typed critical reflection on one research article. How do teachers put literacy research into practice? How are theories of learning developed and linked to best teaching practices? **Assignment:** Design and direct a shared book reading and writing experience with a class of kindergarten students, and type your critical reflection concerning what you learned about young children’s literacy development through shared reading & writing. Please read Fountas & Pinnell, ch. 4 & 5 and Cunningham, ch. 4 & 5.

Week Five T 9/20  “Effective literacy learning through guided reading.” View video: “Guided Reading.” “Designing and organizing the literacy environment.” Strategies for improving reading comprehension: grade 3. **Due:** Typed lesson plan and critical reflection of the shared reading experience. **Assignment:** Fountas & Pinnell, ch. 6-7; Cunningham, ch. 6-7.

Week Six T 9/27  **MIDTERM EXAM** -- Fountas & Pinnell, ch. 1-7; Cunningham, ch. 1-7. “Understanding the components of guided reading & writing.” “Assessing student learning to inform teaching decisions.” Practice taking “running records” of oral reading to examine miscues. **Assignment:** Take running records of three 2nd grade students’ oral reading of the same text and one student reading three different texts. Design and direct a guided reading & writing lesson plan.

**Monday, October 3- Friday, October 7 – Fall Academic Break**

Week Seven T 10/11  **Due:** Critical Reflection on the Allen text. **Assignment:** Cunningham, ch. 8 & Appendix; Fountas & Pinnell, ch. 8-11.

Week Eight T 10/18  “Writing our way to reading.” “Connecting reading with writing in the intermediate grades.” Overview of the guidelines and uses of the Writing Portfolio. **Due:** Typed critical reflection of guided reading & writing. **Assignment:** Fountas & Pinnell, ch. 12-15.

Week Nine T 10/25  “Strategies for continuous literacy development.” Selecting and using text sets for guided reading with intermediate and middle grade students. Strategies for improving reading comprehension: grades 4-5. **Due:** Presentation of **graduate research projects**.

Week Ten T 11/1  Presentation of **integrated novel units with lesson plans**.

Week Eleven T 11/8  **FINAL EXAM** and evidence of **proficiencies** due.

Week Twelve T 11/15  **Due:** **position papers**. Student on-line evaluation of the course.
COURSE WITHDRAWAL DATES AND FINANCIAL AID INFORMATION

Specific withdrawal information is available from the office of the University Registrar. Please contact your academic advisor and University financial aid counselor before dropping or withdrawing from any class, as this may impact your financial aid status.

INTERNATIONAL READING ASSOCIATION STANDARDS FOR READING PROFESSIONALS

1. **Foundational Knowledge**: candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
2. **Curriculum and Instruction**: candidates use instructional approaches, materials, and integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
3. **Assessment and Evaluation**: candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
4. **Diversity**: candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
5. **Literate environment**: candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
6. **Professional Learning and Leadership**: candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

“Those who don’t read have no advantage over those who can’t.” –Mark Twain

“What is honored in a country will be cultivated there.” – Plato

“We must do more than just teach our students to read. We must help them become readers who are completely absorbed in their books and look forward to a lifetime of pleasure in reading good books.”

–Charlotte Huck
Standards for the English Language Arts

Sponsored by the National Council of Teachers of English and the International Reading Association

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

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).