

## Content Guidelines/Standards Matrix

**College/University:** Central Michigan University: Master of Arts in Reading and Literacy K-12

**Code:** BT

**Source of Guidelines/Standards:** Michigan State Board of Education, 2000

**Program/Subject Area:** Reading

**Please Note as mentioned in Section 9:** All the required reading courses use professional reading in journals, books, and/or the Web; examination of scientifically based research; classroom discussion of course content in whole and small groups; cooperative learning group simulations and/or learning situations, class presentations; instructor lectures, relevant video tapes and technological software; and individual projects and/or lesson plans

**Directions:** List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. Adjust size of cells as needed.

**Levels of proficiency for Sections 2.0 through 5.0 are identified as follows:**

### **A – Awareness**

The reading teacher recognizes/recalls the existence of different aspects of literacy and related teaching strategies.

The reading teacher is cognizant of the different aspects of literacy development and related teaching procedures.

### **B – Basic Understanding**

The reading teacher articulates knowledge about literacy development and related instructional and assessment strategies.

The reading teacher demonstrates proficiency in using the knowledge at a fundamental level of competence acceptable for teaching.

### **C – Comprehensive Understanding**

The reading teacher is able to apply broad, in-depth knowledge of the different aspects of literacy development in a variety of settings.

(This level is not intended to reflect mastery; all teachers are expected to be lifelong learners.)

#	Guideline/Standard	Courses and/or Experiences that Fulfill the Guidelines
1.0	<b>Standards for the Structure of Programs for Preparing Reading Educators</b> The reading education program will:	
1.1	embody a philosophy consistent with the <i>Michigan Curriculum Framework</i> , 1996, Content Standards and Benchmarks, Teaching and Learning Standards, Assessment Standards, and Professional Development Standards;	<p style="text-align: center;"><b>Elementary</b></p> <p><b>Minor:</b></p> <p>The philosophy presented in each of the required courses on the Reading in Elementary grades minor is consisted with these documents. See the areas numbers after the BT in the parentheses for each objective in each of these syllabi: EDU 330 Reading in Elementary School; EDU 431 Corrective Reading; EDU 532 Content Area Reading; EDU 538 Coordination of Reading with Language Arts; and EDU 533 Diagnosis and Treatment of Reading Difficulties.</p>
1.2	maintain an articulated and coordinated curriculum, involving content, pedagogy, and attitudes, that is aligned with state standards and standards from relevant national professional associations (Michigan Curriculum Framework English/Language Arts Content Standards and Benchmarks; International Reading Association standards; and the national <i>Primary Literacy Standards for Kindergarten through Grade Three – Reading and Writing</i> );	<p style="text-align: center;"><b>Elementary</b></p> <p><b>Minor:</b></p> <p>The courses are aligned with the BT Professional Standards in Reading which are aligned with the state standards and standards for relevant national professional associations.</p>
1.3	promote curriculum integration, cross-disciplinary applications of concepts and processes, and coordination of academic preparation with career applications;	<p style="text-align: center;"><b>Elementary</b></p> <p><b>Minor:</b></p> <p>Each of the required reading and literacy courses promote curriculum integration, cross disciplinary applications of concepts and processes. EDU 532 focuses on this area specifically.</p>
1.4	provide multiple school-based experiences in environments where	<p style="text-align: center;"><b>Elementary</b></p>

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	<p>effective practices are modeled and supported, including experiences with diverse populations (e.g., English as a second language, dialect, cultural, ethnicity, social class, geographic location); and</p>	<p><b>Minor:</b></p> <p>EDU 330 requires students to teach three reading related lessons in a supervised practicum experience with diverse students in EDU 361 Midtier Practicum.</p> <p>EDU 431 and EDU 533 require students to work with a child with diverse backgrounds.</p> <p>Elementary undergraduate reading minors must take STT 458 Student Teaching in which they teach reading and/or language arts in diverse settings for sixteen weeks.</p>
<b>1.5</b>	<p>require a system of demonstration and documentation (e.g., a comprehensive portfolio) of teaching and learning processes and reflective practices.</p>	<p style="text-align: center;"><b>Elementary</b></p> <p><b>Minor:</b></p> <p>Elementary reading minor students are required include materials from their reading minor courses as part of a comprehensive portfolio that is one of the exit requirements of student teaching. Reading faculty assist students in selecting materials for the reading portion of the portfolio</p>

#	Guideline/Standard	Level of Proficiency	Courses and/or Experiences that Fulfill the Guidelines For K-12, Graduate Degree Programs
2.0	<b>Standards for Professionalism in Reading</b> Reading educators demonstrate professional practices when they:		
2.1	respect the worth, contributions, abilities, and language of all learners;	C	<b>Elementary</b>
			<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 431 & 533 – direct application with children in assessment and tutoring.
2.2	help students understand their own and others’ cultures, literacy abilities, and language;	C	<b>Elementary</b>
			<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 533 – direct application with children during tutoring.
2.3	develop students’ effective use of oral, written, and visual literacy in their daily lives;	C	<b>Elementary</b>
			<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 431 & EDU 533 – direct application with children.

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2.4	develop students' critical thinking skills through oral, written, and visual texts and foster their lifelong use;	B	Elementary
			<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & 538 EDU 330 – Lesson Plan & Unit Plan EDU 532 – Integrated unit plan EDU 538 – Part of tutoring sessions
2.5	promote students' appreciation of and engagement in a wide variety of media and genre;	C	Elementary
			<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330 – Lesson Plan & Unit Plan EDU 431 & 533 – Working one-on-one with children EDU 532 – Integrated unit plan
2.6	involve, support, and communicate with parents on an ongoing, collaborative basis to promote and sustain literacy development;	C	Elementary
			<b>Minor:</b> EDU 330, EDU 431, & EDU 533 EDU 330 & 431 – Teacher Resource Newsletter EDU 533 – Parent letter with strengths, needs, and recommendations; case study
2.7	work with community members and community organizations to develop and further literacy goals;	C	Elementary
			<b>Minor:</b> EDU 330, 431, 532, 533, 538 EDU 330 & 431 – Teacher Resource Newsletter EDU 431 – Case study report EDU 533 – Case study
2.8	promote collegiality with other literacy professionals through regular	B	Elementary

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	conversations, discussions, and consultations about learners, literacy theory and assessment and instruction;		<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU533 – Sharing classroom projects.
<b>2.9</b>	engage regularly in reflective practice with an emphasis on inquiry-based teaching;	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, 431, 532, 533, 538 – students write reflections of what they have learned about their teaching in class projects. EDU 533 – students reflect on their teaching during tutoring in their journals
<b>2.10</b>	pursue knowledge of reading and learning processes by reading professional journals and publications;	<b>C</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 all require students to use professional journals and publications for various purposes from sharing strategies to critiquing research articles.
<b>2.11</b>	participate in local, state, national, and international professional organizations that promote improvement of literacy, e.g., Michigan Reading Association (MRA), Michigan Council of Teachers of English (MCTE), International Reading Association (IRA), National Council of Teachers of English (NCTE), National Association for the Education of Young Children (NAEYC), Whole Language Umbrella (WLU), etc;	<b>C</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, and EDU 533 – students are strongly encouraged to attend conferences as part of the course with credit being applied as one of the class projects.
<b>2.12</b>	participate in professional and public discourse and take informed stands on	<b>C</b>	<b>Elementary</b>

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	literacy issues;		<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 – students read and discuss current issues and trends in literacy instruction.
<b>2.13</b>	make presentations at local, state, regional, and national meetings and conferences; and	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 Students are encouraged to attend local, state, regional, and national meetings and conferences. They are also made aware of the possibility of presenting and encouraged to do so.
<b>2.14</b>	write for publication.	<b>A</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 Students are provided with information that undergraduates can publish and are encouraged to do so.
<b>3.0</b>	Standards for Knowledge about Content and Curriculum in Reading <b>Reading educators know the following and understand their implications for instruction and assessment.</b>		
<b>3.1</b>	Meaning and Communication		
<b>3.1.1</b>	Theoretical Base <b>The reading educator will:</b>		

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3.1.1.1	understand reading as “the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation” (Michigan Definition of Reading, 1984);	C	<p style="text-align: center;"><b>Elementary</b></p> <p><b>Minor:</b>            EDU 330, EDU 431, EDU 532, EDU 538 &amp; EDU 533            EDU 330 This definition is introduced, reflected upon and compared to other definitions as an in class assignment            In the remaining required reading courses this definition is reviewed, compared to other definitions and students reflect upon how this definition impacts their teaching during in class journal writing and sharing.</p>
3.1.1.2	demonstrate understanding of the integrated nature of the English language arts (listening, reading, speaking, writing, viewing, and visually representing); and understand that students need to have opportunities to integrate their use of reading, writing, listening, speaking, viewing, and visually representing;	B	<p style="text-align: center;"><b>Elementary</b></p> <p><b>Minor:</b>            EDU 330, EDU 532, EDU 538 &amp; EDU 533            EDU 532 – students collaboratively create an interdisciplinary unit            EDU 538 – students create a literature unit that integrates the language arts and students collaboratively create numerous in class lesson plans and activities that integrate the language arts and extend the language arts across the curriculum            EDU 533 – lesson plans and tutoring sessions often integrate the language arts and use language arts across the curriculum</p>
3.1.1.3	understand the social, cultural, and dynamic nature of language, particularly the reciprocal relationship between language, culture, and individual identity, and how language choices advance and constrain people; and perceive the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition; and	B	<p style="text-align: center;"><b>Elementary</b></p> <p><b>Minor:</b>            EDU 330, EDU 431, EDU 532, EDU 538 &amp; EDU 533            EDU 431 &amp; 533 – part of the case study</p>
3.1.1.4	understand the major theories of language development, cognition, and	B	<p style="text-align: center;"><b>Elementary</b></p>

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	learning.		<b>Minor:</b> EDU 330, EDU 431, EDU 538 & EDU 533
<b>3.1.2</b>	<b>Knowledge Base</b> The reading educator will:		
<b>3.1.2.1</b>	understand the symbolic system of written language including the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relationships to the reading process;		<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 538., & EDU 533 EDU 330, 431, & 533 – have a large portion of time devoted to this topic
<b>3.1.2.2</b>	understand the influence of students’ culture and language on their reading acquisition, reading comprehension, and instructional needs;		<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 538 & EDU 533 EDU 330– part of the required component for Journal Article Review. EDU 431 & EDU 533 – part of working one on one with children
<b>3.1.2.3</b>	understand emergent literacy, the stages of literacy development on a continuum (including knowledge of letters and their sounds, phonemic awareness, reading words, accuracy and fluency, self-monitoring and self-correction strategies, comprehension and reading habits), and the experiences that support it;	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330 , EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330, EDU 431, & EDU 533– lesson plans, EDU 431 & EDU 533 - Case study report
<b>3.1.2.4</b>	understand how contextual factors in the classroom can influence students’ learning and reading (e.g., grouping procedures, reading across the curriculum, types of reading tasks, assessment);	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533
<b>3.1.2.5</b>	recognize the importance of giving learners opportunities in all aspects of	<b>B</b>	<b>Elementary</b>

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	literacy (e.g., as readers, writers, thinkers, reactors, responders);		<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330 & EDU 538 – Book Clubs, Literature Circles EDU 538 – in class collaboratively created lesson plans and activities EDU 533 – lesson plans and activities during tutoring
<b>3.1.2.6</b>	analyze oral, written, and visual texts to determine style, voice, and language choices, and to evaluate appropriateness to context, purpose, and audience;	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 538, and EDU 533 EDU 533 – use in tutoring sessions with children
<b>3.1.2.7</b>	recognize the importance of responding personally, analytically, and critically to a variety of written texts; and	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330, EDU 431, & EDU 533 – Reflection journal EDU 538 – Reading log
<b>3.1.2.8</b>	Be familiar with the work of literacy leaders and relevant research from both reading and general education and how it has contributed to literacy education, and know the instructional implications of research in special education, psychology, and other fields that deal with the treatment of students with learning/reading disabilities.	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533
<b>3.2</b>	<b>Literature and Understanding</b> The reading educator will:		

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<b>3.2.1</b>	be familiar with classic (works which have been widely recognized over time for their excellence) and contemporary children’s and young adults’ literature, easy-reading fiction, and nonfiction at appropriate levels;	<b>B</b>	<p style="text-align: center;"><b>Elementary</b></p> <p><b>Minor:</b>  EDU 330, EDU 431, EDU 532, EDU 538, &amp; EDU 533  EDU 330 - part of the lesson plans that students create  EDU 538 – a critique of literacy story elements in literature is part of the integrated literature unit  EDU 532 – literature is part of the thematic unit  EDU 533 – students are required to use literature in teaching children how to transfer the skills and strategies they have been taught</p>
<b>3.2.2</b>	identify key issues and recurring themes in classic and contemporary literature in a variety of cultural contexts;	<b>B</b>	<p style="text-align: center;"><b>Elementary</b></p> <p><b>Minor:</b>  EDU 330, EDU 538, &amp; EDU 533  EDU 538 – part of the integrated literature unit</p>
<b>3.2.3</b>	use oral, visual, and written texts to explore and address important issues and problems in communities beyond the classroom;	<b>B</b>	<p style="text-align: center;"><b>Elementary</b></p> <p><b>Minor:</b>  EDU 330, EDU 532, EDU 538, &amp; EDU 533  EDU 532 – part of the unit plan</p>
<b>3.2.4</b>	respect and cultivate students’ choices and enthusiasm for reading a wide variety of materials;	<b>C</b>	<p style="text-align: center;"><b>Elementary</b></p> <p><b>Minor:</b>  EDU 330, EDU 431, EDU 532, EDU 538, &amp; EDU 533  EDU 330 &amp; EDU 538 – using children’s books to plan lessons  EDU 533 – part of every tutoring session is having the children read something of their choice</p>
<b>3.2.5</b>	investigate through literature and other texts various examples of	<b>B</b>	<p style="text-align: center;"><b>Elementary</b></p>

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	distortion and stereotypes;		<b>Minor:</b> EDU 330, EDU 538, and EDU 533 EDU 538 – one assignment is to bring controversial books and/or others with bias or stereotyping and discuss whether to discuss the book, modify it, or not use it at all depending on the book
3.2.6	draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts; and	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330, & EDU 538 – lesson plans EDU 532 – part of the interdisciplinary unit EDU 538 & EDU 533 – in class activities with the profundity scale and book bag strategy
3.2.7	use conclusions based on understanding of differing views presented in text to support an opinion.	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330, 538 – lesson plans EDU 532, 538 – part of the interdisciplinary unit
3.3	<b>Genre and Craft of Language</b> The reading educator will:		
3.3.1	describe and use mechanics, including figurative and descriptive language, spelling, punctuation, and grammar, that facilitate understanding in all the language arts;	<b>C</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 532 – Part of integrated unit EDU 533 – lesson plans and tutoring with children
3.3.2	explore and describe how characteristics of various narrative and	<b>C</b>	<b>Elementary</b>

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	informational genre and elements of expository text structure can be used to convey meaning;		<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 538 – in class evaluation of children’s literature EDU 532 – part of the text readability assignment and part of the unit assignment
<b>3.3.3</b>	explore and describe how textual aids are used to convey meaning; and	<b>C</b>	<b>Elementary</b>  <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330 & ELE 532 – Parts of unit plan and lesson plan
<b>3.3.4</b>	identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically.	<b>B</b>	<b>Elementary</b>  <b>Minor:</b> EDU 330, EDU 532, EDU 538, & EDU 533
<b>3.4</b>	<b>Skills and Processes</b>		
<b>3.4.1</b>	The reading educator will understand the importance of creating a literate environment that fosters interest and growth in all aspects of literacy by:		
<b>3.4.1.1</b>	using texts to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation for learners to read widely and independently for information, pleasure, and personal growth;	<b>C</b>	<b>Elementary</b>  <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 538 – Book Club, Literacy Circle EDU 533 – Literature and various texts are used to teach strategies during tutoring
<b>3.4.1.2</b>	serving as a model for reading and writing as valuable, lifelong activities;	<b>C</b>	<b>Elementary</b>

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			<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330 – Lesson Plan EDU 431 & 533 – During tutoring sessions and in lesson plans
<b>3.4.1.3</b>	providing opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes;	<b>C</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 538 – Book Club, Literacy Circle EDU 533 – part of every tutoring session with children
<b>3.4.1.4</b>	providing opportunities for creative and personal responses to literature;	<b>C</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 538 – Book Club, Literacy Circle, activities and lessons created in class, part of the integrated literature unit EDU 533 – part of every tutoring session
<b>3.4.1.5</b>	promoting the integration of language arts in all content areas;	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 532, EDU 538, & EDU 533 EDU 532 – Integrated Units EDU 538 – activities and lesson plans created in class EDU 533 – part of tutoring sessions
<b>3.4.1.6</b>	using instructional and information technologies to support literacy	<b>B</b>	<b>Elementary</b>

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	learning; and		Minor:  EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330 – Teacher Resource Newsletter EDU 431 – Evaluation of technological literacy software and programs
3.4.1.7	implementing effective strategies to include parents as partners in the literacy development of their children.	C	Elementary
			Minor:  EDU 330, EDU 431, and EDU 533 EDU 330 – Teacher Resources Newsletter EDU 533 – Parent Letter and Recommendations in Case Study, Studying effective parental involvement programs
3.4.2	The reading educator will articulate the developmental nature of the language arts and:		
3.4.2.1	recognize that students progress through the pre-emergent, developing, and fluent stages at different rates;	C	Elementary
			Minor:  EDU 330, EDU 431, EDU 538, & EDU 533 EDU 330 – collection, and examination of children’s writing EDU 431 & EDU 533 – diagnosis of the needs of individual children
3.4.2.2	identify stages of oral language (listening and speaking), reading, writing, and spelling development; and	C	Elementary
			Minor:  EDU 330, EDU 431, & EDU 533 EDU 330, 431, 533 – Observation
3.4.2.3	understand the processes of second language acquisition and the implications for developing oral language, reading, and writing proficiency.	B	Elementary
			Minor:  EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533
3.4.3	The reading educator will describe the nature of the writing process (i.e.,	C	Elementary

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	prewriting, drafting, revising, editing, publishing) and teach strategies for each step of the process.		<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 538 – Lesson Plans EDU 533 – tutoring sessions and lesson plans
<b>3.4.4</b>	The reading educator will explain that readers need to have and use a variety of word identification approaches and strategies involving phonemic awareness, phonics, sight words, spelling, structural analysis, context clues, and prior knowledge.	<b>C</b>	<b>Elementary</b>  <b>Minor:</b> EDU 330, EDU 431, EDU 538, & EDU 533 EDU 330, EDU 431, EDU 533 – Lesson Plans
<b>3.4.5</b>	The reading educator will articulate the relationships among print-sound code, word identification, fluency, and comprehension; and describe characteristics of fluent readers.	<b>C</b>	<b>Elementary</b>  <b>Minor:</b> EDU 330, EDU 431, EDU 538, & EDU 533 EDU 330. 431, 533 – Lesson plans EDU 431 & EDU 533 - case study
<b>3.4.6</b>	The reading educator will list and describe a variety of strategies for learning vocabulary for various types of text materials.	<b>C</b>	<b>Elementary</b>  <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330. 431, 533 – Lesson plans and case study EDU 532 – in class lesson plans and strategy presentations
<b>3.4.7</b>	The reading educator will know a variety of ways to promote	<b>C</b>	<b>Elementary</b>

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	comprehension, including, but not limited to, using comprehension strategies that support interactions with a variety of texts; modeling a variety of questions; connecting prior knowledge with new information; and using various aspects, such as written conventions, text structures, and genres.		<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330, EDU 431, EDU 538, & EDU 533 – Lesson Plans EDU 533 – Use in tutoring sessions and class presentations
<b>3.4.8</b>	The reading educator will know multiple, metacognitive fix-up strategies for monitoring comprehension.	<b>C</b>	<b>Elementary</b>  <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 431 & EDU 533 – Case study EDU 533 – use in lesson plans and tutoring sessions
<b>3.4.9</b>	The reading educator will know a variety of study strategies such as: locating and using a variety of print, nonprint, and electronic reference sources; varying reading rate according to purpose(s) and difficulty of the material; and techniques for effective time management, organizing and remembering information, and test taking.	<b>B</b>	<b>Elementary</b>  <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330 - Newsletter EDU 532 – Unit Plan
<b>3.4.10</b>	The reading educator will recognize the value of learning through genuine inquiry and strategies for guiding students to set their own goals, select appropriate resources for investigating topics, organize and interpret data to draw inferences, and present their conclusions.	<b>B</b>	<b>Elementary</b>  <b>Minor:</b> EDU 330, EDU 532, EDU 538, & EDU 533 EDU 532 -- students create an interdisciplinary unit that would contain lessons for assisting learners in engaging in inquiry

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<b>4.0</b>	<b>Standards for Pedagogy: Instruction and Assessment</b> Reading educators will demonstrate knowledge about pedagogy in reading in the two strands listed below.		
<b>4.1</b>	<b>Instruction</b>		
<b>4.1.1</b>	The reading educator will plan and implement instructional practices that:		
<b>4.1.1.1</b>	use the elements of effective communication in a variety of situations and model appropriate communication behaviors (e.g., ways word usage can influence communication; relationships among components of the communication process; writing with developing fluency for multiple purposes; and use of effective listening and speaking behaviors);	<b>C</b>	<b>Elementary</b>  <b>Minor:</b>  EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 533 – modeling is a large part of the tutoring sessions
<b>4.1.1.2</b>	are developmentally appropriate, based on learning theory, and supported by current research;	<b>B</b>	<b>Elementary</b>  <b>Minor:</b>  EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330, EDU 431, EDU 532, EDU 538, EDU 533– Lesson plans
<b>4.1.1.3</b>	organize curriculum in ways that include a range of teaching approaches and strategies that integrate English language arts and knowledge from various disciplines and represent principles of authentic instruction (higher order thinking, deep knowledge, substantive content, and connections to the world beyond the classroom;	<b>B</b>	<b>Elementary</b>  <b>Minor:</b>  EDU 330, EDU 532, EDU 538, & EDU 533 – lesson plans EDU 532 – unit plan

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4.1.1.4.	include a variety of teaching methodologies and techniques (e.g., lectures, demonstration, group discussions, cooperative learning, small group activities, whole class instruction, individualized activities), and ways to assess one's effectiveness in using them to teach reading, writing, listening, speaking, and visually representing;	C	Elementary
			<b>Minor:</b> EDU 330, EDU 532, EDU 538 & EDU 533– Lesson plans EDU 532 – Unit Plan
4.1.1.5	create learning environments which promote an understanding of differences in language use within personal, professional, and community environments, including issues which relate to culture, race, gender, class, religion, ethnicity, heritage, regional background, and/or environmental background;	B	Elementary
			<b>Minor:</b> EDU 330, EDU 532, EDU 538, & EDU 533 EDU 533 – in tutoring sessions
4.1.1.6	include selecting instructional technology, materials, and resources; using technology as a component of instruction; and creating opportunities for students to access and use a variety of sources of reading information, such as computers and other technology;	C	Elementary
			<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330 – Teacher Resource Newsletter EDU 532 – Internet Resources
4.1.1.7	empower all learners who possess a range of capacities and abilities, such as different learning styles and multiple intelligence; modify lessons to meet student needs; and create an inclusionary environment;	B	Elementary
			<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 533 – use in tutoring sessions

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4.1.1.8	enhance learner motivation through activities that are appropriate, creative, and practical; demonstrate the relevance, purpose, and function of subject matter; provide meaningful learning experiences; actively involve students in the learning process; and support the connection between teacher expectations and student performance; and	B	<p style="text-align: center;"><b>Elementary</b></p> <p><b>Minor:</b>            EDU 330, EDU 431, EDU 532, EDU 538, &amp; EDU 533            EDU 330, – Lesson plan            EDU 532 - Unit plan            EDU 538 – Integrated Language Arts Literature Unit, Storytelling, Listening activities created during class, writing activities created during class            EDU 431 &amp; EDU 533 – Case study            EDU 533 – Lesson plans and tutoring sessions</p>
4.1.1.9	teach students how to use the inquiry process including the resources appropriate for investigating particular questions and/or topics and a variety of means for presenting conclusions.	B	<p style="text-align: center;"><b>Elementary</b></p> <p><b>Minor:</b>            EDU 330 and EDU 532 – Lesson plans and unit plan            EDU 330, EDU 532, EDU 533 &amp; EDU 538 – Reflection journal</p>
4.1.2	The reading educator will accommodate individual learning styles, intelligences, and needs by recognizing how differences among learners influence their literacy development and creating programs to address the strengths and needs of individual learners, including students with learning disabilities and students who are gifted.	C	<p style="text-align: center;"><b>Elementary</b></p> <p><b>Minor:</b>            EDU 330, EDU 431, EDU 532, EDU 538, &amp; EDU 533            EDU 330, &amp; EDU 532 – Lesson plan and unit plan            EDU 533 – Lesson plans and tutoring sessions</p>
4.1.3	The reading educator will plan and implement literacy instruction that:		
4.1.3.1	engages students in interpreting and evaluating ideas presented through	B	<p style="text-align: center;"><b>Elementary</b></p>

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	oral, written, and visual forms, as well as the language, style, and voice in which those ideas are presented;		<b>Minor:</b> EDU 431, EDU 532, EDU 538, & EDU 533 EDU 431 & EDU 533 – application with children in diagnosis for case study EDU 533 – tutoring sessions
<b>4.1.3.2</b>	teaches students how the craft of literacy expression enhances their understanding and appreciation of varied texts; and teaches students how the techniques and devices of expression influence a reader’s, listener’s or viewer’s responses;	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533
<b>4.1.3.3</b>	teaches students to monitor their own word identification through the use of graphophonemic, syntactic, and semantic relationships (e.g., letter/sound correspondence, phonemic awareness, structural analysis, and context) to identify unfamiliar words;	<b>C</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 Lesson plans in each required reading course EDU 533 – use in tutoring sessions
<b>4.1.3.4</b>	teaches students how to use multiple strategies to determine the meaning of unfamiliar words and concepts in texts; employs effective techniques and strategies for the ongoing development of students’ independent vocabulary acquisition;	<b>C</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 53 Lesson plans in each required reading course EDU 533 – Use in tutoring sessions
<b>4.1.3.5</b>	provides direct instruction and models of when and how to use multiple	<b>B</b>	<b>Elementary</b>

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	comprehension strategies in a variety of texts, and ensures that students can use various aspects of text, including conventions of written English, text structure, and genres, to gain comprehension;		<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 – Lesson plans and classroom projects
4.1.3.6	teaches students strategies for monitoring their own comprehension and how to use monitoring and fix-up strategies to identify and overcome difficulties when constructing and conveying meaning across a wide range of situations;	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330, EDU 532, EDU 538 – Lesson plans and classroom projects EDU 431 & EDU 533 – lesson plans & case study EDU 533 – Use in tutoring sessions
4.1.3.7	teaches students how to use the writing process (prewriting, drafting, revising, editing, and publishing) to construct texts for multiple purposes in a variety of genre;	<b>C</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 532 & EDU 538 – Lesson plans and classroom projects EDU 538 – Create a children’s book with illustrations EDU 533 – Use in tutoring sessions
4.1.3.8	guides students to refine their spelling knowledge through reading and writing;	<b>C</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, 538 - creating word walls of words used in literature, collecting and evaluating children’s invented spelling in journals and their editing skills
4.1.3.9	teaches students how to use effective listening strategies and elements of	<b>B</b>	<b>Elementary</b>

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	effective speaking;		<b>Minor:</b> EDU 330, EDU 431, EDU 538, & EDU 533 EDU 330 & EDU 538 – Classroom projects in listening strategies
<b>4.1.3.10</b>	assists students in selecting and using various methods of interpersonal, small-group, and public discourse to explore an idea; and	<b>B</b>	<b>Elementary</b>
			<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533
<b>4.1.3.11</b>	teaches students how to apply individual, shared, and academic standards according to the purpose of the communication context.	<b>B</b>	<b>Elementary</b>
			<b>Minor:</b> EDU 330, EDU 532, EDU 538, & EDU 533 - part of student portfolios
<b>4.2</b>	<b>Assessment</b>		
<b>4.2.1</b>	The reading educator will apply current principles of assessment and evaluation that include:		
<b>4.2.1.1</b>	using assessment practices based on learning theories and research in literacy;	<b>B</b>	<b>Elementary</b>
			<b>Minor:</b> EDU 330, EDU 532, EDU 538, & EDU 533
<b>4.2.1.2</b>	employing assessment practices that are aligned with literacy goals, curriculum, and instruction;	<b>B</b>	<b>Elementary</b>
			<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330, 431, 532, 533, 538 – Lesson plans EDU 330 & EDU 532 Unit plan
<b>4.2.1.3</b>	using a variety of classroom assessment techniques in planning for	<b>B</b>	<b>Elementary</b>

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	and supporting instruction, such as performance assessment, portfolios, rubrics, checklists, anecdotal records, and projects;		<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330, EDU 532, EDU 538 & EDU 533 – Lesson plans EDU 330 & EDU 532 - Unit plan EDU 538 – Integrated Language Arts Literature Unit EDU 431 & EDU 533 – Diagnosis of individual children & case study
<b>4.2.1.4</b>	using information from a balance of formal and informal assessments, including standardized tests; state assessments, such as the Michigan Educational Assessment Program (MEAP), the Michigan Literacy Progress Profile (MLPP); and classroom assessments for a variety of formative and summative evaluation purposes;	<b>B</b>	<b>Elementary</b>  <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533- MEAP is examined in each of these courses in addition to a wide variety of formal and informal assessments.
<b>4.2.1.5</b>	selecting, creating, and correctly interpreting results of developmentally appropriate tools and various measurements used for assessment and evaluation;	<b>B</b>	<b>Elementary</b>  <b>Minor:</b> EDU 330, EDU 431, EDU 532, & EDU 533 EDU 431, 533 – Practiced via case study
<b>4.2.1.6</b>	assessing exceptional needs and abilities;	<b>B</b>	<b>Elementary</b>  <b>Minor:</b> EDU 431 & EDU 533
<b>4.2.1.7</b>	communicating effectively with parents and students about learners’	<b>C</b>	<b>Elementary</b>

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	progress and development;		<b>Minor:</b> EDU 330, EDU 431, EDU 538, & EDU 533 EDU 431 & EDU 533 - portfolios, case study report
<b>4.2.1.8</b>	teaching students how to set goals and engage in self-reflection and assessment activities, and evaluating students' abilities to perform these tasks at their developmental levels; and	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 532, EDU 538, & EDU 533
<b>4.2.1.9</b>	engaging in meaningful self-evaluation and reflecting on professional practice.	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 - reflection is a part of each lesson plan and students keep a daily reflection journal for self-evaluation
<b>4.2.2</b>	<b>The educator will plan and implement literacy assessment that:</b>		
<b>4.2.2.1</b>	evaluates students' print and nonprint texts using appropriate assessments such as rubrics that represent rigorous standards and reflect the critical components of the Michigan English Language Arts Content Standards and Benchmarks;	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 examining samples including those from the ELA MEAP and practice creating rubrics
<b>4.2.2.2</b>	evaluates students' use of the writing process to construct texts and to write fluently in a variety of genre;	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 431, 538 examining samples including those from the ELA, MEAP and practice creating rubrics
<b>4.2.2.3</b>	evaluates students' ability to use the print-sound code to decode and	<b>B</b>	<b>Elementary</b>

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	recognize words; to read with accuracy and fluency; to determine the meaning of unfamiliar words and concepts; to construct meaning from a variety of texts; and to use monitoring and fix-up strategies to overcome difficulties when constructing and conveying meaning across a wide range of situations as appropriate for different developmental levels;		<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330, EDU 431, EDU 532, EDU 538, & EDU533 – Lesson plans EDU 330 & EDU 532 - Unit plans
4.2.2.4	assesses students' ability to determine their purposes and audiences for communication and investigations; and to choose those elements of language, media, delivery, and genre which most effectively shape their print and nonprint texts;	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 431 & EDU 533 – Case study
4.2.2.5	evaluates students' collections of personal work and the critical standards they use to judge the merit and aesthetic qualities of each selection; and	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330 – professional reading, discussion, assessment video EDU 431 & EDU 538 professional reading, creating sample rubrics for the interdisciplinary units, assessment videos EDU 533 – professional reading, assessment videos, and examining student work from tutoring
4.2.2.6	enables students to document and evaluate the development of their communication abilities using individual, shared, and academic critical standards that require diverse examples of authentic texts for different audiences and purposes.	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533

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5.0	Organizing and Implementing School and District Reading Programs The reading educator will:		
5.1	understand the nature and multiple causes of reading disabilities and articulate principles for remediating reading difficulties;	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, & EDU 533
5.2	be well-versed in individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels; and	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533
5.3	understand how contextual factors in school can influence students' learning and reading (e.g., grouping procedures, school programs, assessment).	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 538, & EDU 533
5.4	The reading educator will communicate information about reading to:		
5.4.1	students concerning their strengths, areas that need improvement, and ways to achieve improvement;	<b>C</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 538, & EDU 533 EDU 431 & EDU 533 – Case study

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5.4.2	allied professionals and paraprofessionals concerning the assessment of student achievement and instructional planning;	B	Elementary
			<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 - exploration of the classroom teacher's role
5.4.3	parents in initiating cooperative efforts and programs to support students' literacy development;	B	Elementary
			<b>Minor:</b> EDU 330, 431, 532, 533, 538 – surveys, informal consultation, case studies
5.4.4	administrators, staff members, school board members, policy-makers, the media, and the local community concerning practices, assessment, and data; and	B	Elementary
			<b>Minor:</b> EDU 330, EDU 431, EDU 538, & EDU 533 EDU 431 & EDU 533 – case study
5.4.5	colleagues and the wider community to share interpretations of research findings.	B	Elementary
			<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330 – Teacher Resource Newsletter EDU 431 & EDU 533 – Case Study
5.5	The reading educator will serve in an active role in curriculum development by:		
5.5.1	initiating and participating in ongoing curriculum development, alignment, and evaluation;	B	Elementary
			<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533

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5.5.2	adapting instruction to meet the needs of diverse learners to accomplish a variety of purposes;	C	Elementary
			<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330 & EDU 532 – Lesson plans and unit plans EDU 431 & EDU 533 – Case study EDU 533 – Tutoring sessions
5.5.3	supervising, coordinating, and supporting all services associated with reading programs (e.g., needs assessment, program development, budgeting, and evaluation, grant and proposal writing, etc.);	A	Elementary
			<b>Minor:</b> EDU 533
5.5.4	selecting and evaluating instructional materials, including those that are technology-based, to develop literacy;	C	Elementary
			<b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 EDU 330 - examination and evaluation of materials EDU 431 & EDU 533 – selecting appropriate materials to use with children
5.5.5	using multiple indicators to determine curriculum effectiveness;	B	Elementary
			<b>Minor:</b> EDU 538, & EDU 533
5.5.6	planning and implementing programs supported by federal, state, and local funding designed to help students with reading problems; and	A	Elementary
			<b>Minor:</b> EDU 533
5.5.7	assisting in developing individual educational plans for students with	B	Elementary

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	severe learning problems related to literacy.		<b>Minor:</b> EDU 538 – discussion item EDU 431 & EDU 533 - examination of sample IEP’s, examining the classroom teacher’s role and responsibilities
<b>5.6</b>	The reading educator will initiate, implement, evaluate, and participate in professional development programs that:		
<b>5.6.1</b>	emphasize the dynamic interaction among prior knowledge, experience, and the school context;	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 532, EDU 538, & EDU 533 – self-reflection journals
<b>5.6.2</b>	are sensitive to school factors (e.g., class size, resources, community concerns);	<b>A</b>	<b>Elementary</b> <b>Minor:</b> EDU 538 & EDU 533
<b>5.6.3</b>	support ongoing conversations with parents and community regarding literacy; and	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, EDU 431, EDU 538, & EDU 533 EDU 431 & EDU 533 –case studies, portfolio
<b>5.6.4</b>	use multiple indicators to judge professional growth.	<b>B</b>	<b>Elementary</b> <b>Minor:</b> EDU 330, 431, 532, 533, 538
<b>5.7</b>	The reading educator will interact with literacy research to:		

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5.7.1	apply literacy research in a variety of contexts and conduct literacy research with a range of methodologies (e.g., ethnographic, descriptive, experimental, or historical); and	A	Elementary
			Minor: EDU 538, & EDU 533
5.7.2	promote and facilitate teacher- and classroom-based research.	B	Elementary
			Minor: EDU 533
5.8	The reading educator will supervise paraprofessionals by:		
5.8.1	planning lessons, observing and evaluating their interactions with children and providing feedback on their performance;	C	Elementary
			Minor: EDU 533
5.8.2	providing professional development and training; and	A	Elementary
			Minor: EDU 533
5.8.3	providing emotional and academic support.	B	Elementary
			Minor: EDU 533
5.9	The reading educator will know federal, state, and local programs designed to help students with reading difficulties.	B	Elementary
			Minor: EDU 533