**702 Reading in the Content Areas**

**Disciplinary Literacy**

**A master reading teacher demonstrates knowledge and skills consistent with the characteristics of highly effective educators.**

| **Unsatisfactory/Emerging Level:** Rarely demonstrates the knowledge or skills to teach reading. | **Basic Level:**  Occasionally demonstrates the knowledge or skills to teach reading, but growth is needed. | **Proficient Level:**  Usually or consistently demonstrates the knowledge or skills to teach reading with no areas of concern. | **Distinguished Level:** Demonstrates model knowledge and skills to teach reading; the individual could teach, supervise, or mentor other educators in this area. |
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| **Element** | **Unsatisfactory/** **Emerging** | **Basic** | **Proficient** | **Distinguished** | **Points** |
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| **I. Disciplinary Literacy Instruction Evaluation and Selection of Materials**  IRA Standard – 2 Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. | The introduction rationale describing the unit is vaguely described or missing. **0 points** | The introduction provides a general idea of a unit that would support not only grade level but reading level of students.  **1 point** | The introduction describes a unit that is supported by non-fiction expository texts and websites. No paragraph of explanation is provided before the list is given.  **3 points** | The introduction clearly defines instruction that is supported by non-fiction expository texts and websites and explains the connection to teaching a concept. **4 points** | **\_\_/4 points** |
| **IRA Standard 2.3** Candidates demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources. | Provides 4 information print and 2 digital/online resources. Does not include annotations or varied resources that integrate the Common Core Literacy Standards and does not include resources for dual-language learners and those from culturally diverse backgrounds. **0 points** | Provides 5 annotated, varied information print and 3 digital/online resources that integrate the Common Core Literacy Standards and facilitate the acquisition of reading skills for all students, including dual-language learners and those from culturally diverse backgrounds.  No reading levels or Lexile levels are identified for the non-fiction texts.  **1 point** | Provides 8 annotated, varied information print and 4 digital/online resources that integrate the Common Core Literacy Standards and facilitate the acquisition of reading skills for all students, including dual-language learners and those from culturally diverse backgrounds, across a grade level band.  Reading levels or Lexile levels are identified for the non-fiction texts.  **3 points** | Provides a minimum of 10 annotated, rich and varied informational print and 5 digital/online resources that integrate the Common Core Literacy Standards and facilitate the acquisition of reading skills for all students, including dual-language learners and those from culturally diverse backgrounds, across a grade level band.  Reading levels or Lexile levels are clearly identified for the non-fiction texts and range from beginning to advanced levels.  **5 points** | **\_\_5/ points** |
| **IRA Standard 4.2** Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs and engagement with the features of diversity.  Wisconsin Teaching Standard 8  NBPTS Standard –3 | Displays little understanding of the materials selection process.  **0 Points** | The narrative provides a little or no description of the strategies and resources used when evaluating digital and online resources. Little or no explanation of ethical use and evidence-based selection strategies. Does not include an explanation linking the research to the personal selection process.  **1 point** | The narrative describes some understanding of the strategies and resources used when evaluating digital and online resources, but the response does not include evidence of ethical use and evidence-based selection.  Includes some explanation linking the research to the personal selection process.  **1.5 points** | The narrative clearly describes the strategies and resources used when evaluating digital and online resources. Response indicates ethical use and evidence-based selection. Includes an explanation linking the research to the personal selection process.  **2 points** | **\_\_/2 points** |
| **II. Writing Mechanics**  NCTE Standard 6 (Related to writing and conventions) | Content is written in a style that does not facilitate communication. Content has numerous grammatical, spelling or punctuation errors that interfere with the message of the paper.  **0 points** | Content is written in a style that minimally facilitates communication. Content is more than 6 grammatical, spelling or punctuation errors.  **.5 point** | Content is written in a style that generally facilitates communication. Content is largely free of grammatical, spelling or punctuation errors.  **.8 point** | Content is written with a professional voice and has a professional appearance. Content is free of grammatical, spelling, capitalization and punctuation errors.  **1 point** | **\_\_/1 point** |

**Total Score out of 12:**