

## **Faculty Resource Sheets**

This section contains assignment sheets, resources, and rubrics that instructors can duplicate for their classes.

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## **Standards**

Professional organizations such as the International Reading Association (IRA), the National Council of Teachers of English (NCTE), and state and local educational agencies have published standards to guide instruction. Teachers should become familiar with standards to plan effective lessons and to monitor student progress.

### **International Reading Association/National Council of Teachers of English Standards (NCTE/IRA Standards)**

The complete volume, *Standards for the English Language Arts*, can be purchased through the International Reading Association.

Telephone: 1-800-336-READ, ext. 266  
Fax: 302-737-0878

Mailing Address: International Reading Association  
Order Department  
800 Barksdale Road  
PO Box 8139  
Newark, DE 19714-8139

Order online: <http://www.bookstore.reading.org>

An adapted list of the NCTE/IRA standards is available online:  
Website: <http://www.reading.org/advocacy/elastandards/standards.html>

### **McREL Standards**

Mid-continent Research for Education and Learning (McREL) is a non-profit organization whose mission is to improve education through applied research, product development, and service. McREL has compiled a list of standards and benchmarks that are used by teachers in many subject areas.

McREL standards are available online at:  
<http://www.mcrel.org/>

### **State Standards**

The standards for each state are usually available on the state's department of education website.

## Lesson Plan

Instructional Area: \_\_\_\_\_

Grade: \_\_\_\_\_ Time needed to complete this lesson: \_\_\_\_\_

Whole Class Instruction or Small Group Instruction? \_\_\_\_\_

Objective: \_\_\_\_\_

Standards: \_\_\_\_\_  
(List the IRA/NCTE or state standards addressed by this lesson.)

Materials: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Instructional Procedure:

1. Introduction

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2. Developmental Activities

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3. Closure

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Evaluation: \_\_\_\_\_

## Classroom Observation

*Visit a classroom and use this form to record your observations.*

School: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date of Visit: \_\_\_\_\_ Grade Level or Age Range: \_\_\_\_\_

Number of students assigned to this classroom: \_\_\_\_\_

Who are the adults who work in this classroom?

(i.e. Does one teacher work alone in this classroom or does the teacher work with a partner, an aide, parent, student volunteers or a special education consultant?)

\_\_\_\_\_  
\_\_\_\_\_

Are there areas in the classroom where students can work with a partner or in small groups? \_\_\_\_\_

Is student writing displayed in the classroom? If yes, what types of writing are displayed?

\_\_\_\_\_

Do students have access to a classroom library? \_\_\_\_\_

What types of materials are contained in the classroom library?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Literacy Periodicals

### *Language Arts*

This journal is published bimonthly by the National Council of Teachers of English. *Language Arts* addresses areas of concern to elementary and middle school teachers as well as teacher educators.

Website: <http://www.ncte.org/pubs/journals>

### *School Talk*

*School Talk* is a six-page newsletter which is published four times per year. Each issue focuses upon one topic of interest to teachers of English.

Website: <http://www.ncte.org/pubs/journals>

### *The Reading Teacher*

Published by the International Reading Association, this peer-reviewed journal serves individuals interested in children's literacy learning. *The Reading Teacher* offers discussions of instructional procedures, articles related to literacy instruction, and reviews of professional literature and children's literature.

**Website:** <http://www.reading.org>

**Telephone:** 1-800-731-1600, ext. 267

**Address:** The Reading Teacher  
800 Barksdale Road, PO Box 8139  
Newark, DE 19714-8139

### *The Journal of Adolescent and Adult Literacy*

*The Journal of Adolescent and Adult Literacy* is a peer-reviewed journal published by the International Reading Association. The journal contains current theory, research, and instructional practices related to the literacy development of adolescents and adults.

**Website:** <http://www.reading.org>

**Telephone:** 1-800-731-1600, ext. 267

**Address:** The Journal of Adolescent and Adult Literacy  
800 Barksdale Road, PO Box 8139  
Newark, DE 19714-8139

### *Voices from the Middle*

Each issue of *Voices from the Middle* is devoted to one topic or concept related to middle school literacy instruction.

Website: <http://www.ncte.org/pubs/journals>

### ***Reading Research Quarterly***

*Reading Research Quarterly*, a peer-reviewed journal, is published by the International Reading Association. It offers studies related to literacy development.

**Website:** <http://www.reading.org>

**Telephone:** 1-800-731-1600, ext. 267

**Address:** Reading Research Quarterly  
800 Barksdale Road, PO Box 8139  
Newark, DE 19714-8139

### ***English Journal***

Addressing the needs of senior high school and middle school English teachers, this journal has information on effective instructional practices, reviews of new books and electronic media, and theory and research related to the English classroom.

**Website:** <http://www.ncte.org/pubs/journals>

### ***Creative Classroom***

*Creative Classroom* magazine is published by the Children's Television Workshop. The magazine features resources for teachers of grades K-8 and contains reproducible pages, projects, and educational news.

**Website:** <http://www.creativeclassroom.org/>

**Telephone:** 1-800-759-6383

**Address:** Creative Classroom  
149 Fifth Avenue, 12th Floor  
New York, NY 10010

### ***Teaching PreK-8***

*Teaching PreK-8* contains information on children's literature, classroom activities, and articles profiling innovative schools and instructional practices.

**Website:** <http://www.TeachingK-8.com>

**Telephone:** 1-800-678-8793

**Address:** Teaching PreK-8  
PO Box 54805  
Boulder, CO 80323-4805

### ***Instructor***

*Instructor* offers a wealth of standards based lesson plans, classroom activities, and suggestions for involving parents in their children's elementary education.

**Website:** <http://www.scholastic.com/instructor>

**Telephone:** 1-800-544-2917

**Address:** Instructor  
555 Broadway  
New York, NY 10012-3999

### ***The Mailbox***

*The Mailbox* magazine contains lesson plans, unit plans, and a variety of activities for literacy instruction. There are grade specific editions enabling teachers to choose from the Preschool, Kindergarten, Primary (grades 1-3), or Intermediate (grades 4-6) editions.

**Website:** <http://www.themailbox.com>

**Telephone:** 1-800-627-8579

**Address:** The Mailbox Magazine

PO Box 51676

Boulder, CO 80323-1676

### ***Reading Online***

Reading Online is a free electronic journal which addresses literacy issues at all age and grade levels.

**Website:** <http://www.readingonline.org>

### ***Read-Write-Think***

Read-Write-Think is a website sponsored by the International Reading Association, the National Council of Teachers of English, and the Marcopolo Education Foundation. Read-Write-Think offers standards-based lesson plans, peer-reviewed Web resources, and classroom tested literacy activities for grades K-12. This website also offers teachers an opportunity to publish their lesson plans and to serve as reviewers.

**Website:** <http://www.readwritethink.org>

## Journal Review

Teachers read professional journals frequently to learn new techniques and viewpoints. By completing the journal review assignment, you will become familiar with educational journals and current topics.

1. Select a topic from the table below.

### Topics

|                          |                 |   |
|--------------------------|-----------------|---|
| Word Study               | Comprehension   | Writing Process                           |
| Emergent Literacy        | Fluency         | Children's Literature                     |
| Visual Literacy          | Standards       | Use of Technology in Literacy Instruction |
| Assessment               | Spelling        | Vocabulary Development                    |
| Guided Reading           | Readers Theater | Literature Circles                        |
| Sustained Silent Reading | Phonics         | Phonemic Awareness                        |

2. Locate an article on that topic. A list of suggested journals is given in the table below.

|                               |  |   |
|-------------------------------|--|---|
| <i>Voices from the Middle</i> | <i>English Journal</i>                     | <i>Reading Online</i>                           |
| <i>The Reading Teacher</i>    | <i>Reading Research Quarterly</i>          | <i>Thinking Classroom</i>                       |
| <i>Language Arts</i>          | <i>Research in the Teaching of English</i> | <i>Journal of Adolescent and Adult Literacy</i> |

3. Write a summary and response to the article. What did you learn? Did the article present information that will be helpful to you as a literacy teacher?

## Rubric for Scoring the Journal Review

Student: \_\_\_\_\_

|                                   | Possible Points | Your Points |
|-----------------------------------|-----------------|-------------|
| Summary                           | 35              |             |
| Reaction/Discussion               | 35              |             |
| Clarity of Writing                | 20              |             |
| Grammar, Spelling,<br>Punctuation | 10              |             |
| <b>Total</b>                      | 100             |             |

## Website Review

There are many websites that teachers can recommend to parents, students, and education professionals. Teachers must be cautious, however, and must evaluate the credentials and motivations of the individuals or organizations responsible for the websites.

Visit an education related website and evaluate its usefulness. Complete the form below and share your observations with your classmates.

Website Visited:

Name: \_\_\_\_\_

Web Address: \_\_\_\_\_

Who is the intended audience for this website? \_\_\_\_\_  
(Example: parents, teachers, and/or students)

Who sponsors this website? \_\_\_\_\_

What is the purpose for this website? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What did you find to be the most helpful feature? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you recommend this website to a colleague? Why? \_\_\_\_\_

\_\_\_\_\_

## Portfolio Development

*This semester you will be continuing your journey toward becoming an effective literacy teacher. You will be discussing research, writing lesson plans, and observing exciting classrooms as you complete your coursework. Gather evidence of your professional growth in a portfolio that you can share with colleagues, graduate school admissions counselors, and future employers. Follow the steps below to compile your portfolio.*

1. Begin your portfolio with a description (one to three pages) of your personal literacy history. Do you remember reading instruction in kindergarten or first grade? Can you recall a moment when you realized that you could read independently? Reflect upon the reading and writing instruction you received in elementary, middle, and high school. What were your favorite moments? Did you visit the library often as a child? What were your favorite books?
2. Discuss your current life as a reader and writer (one to three pages). Do you have a library card in your wallet? Do you listen to books on tape when you take a long trip? Do you often write letters to family and friends?
3. Write your personal philosophy of literacy instruction. What role should phonics play in reading instruction? What is the role of authentic literature in the classroom? What techniques (such as writing a movie, readers theatre, read alouds, word sorts, etc.) should be part of literacy instruction? How can you as a teacher motivate students to read?
4. Place the exemplary lesson plans you have written in your portfolio.
5. Add instructional materials you have made such as small posters, file folder gameboards, and other materials that could fit in the portfolio. If your instructional materials are too cumbersome to place in the portfolio, take photographs and place the photographs in your portfolio.
6. Add photographs of bulletin boards you have created.
7. Close your portfolio with a reflection upon what you have learned and your plans for the future.

## Professional Organizations

Professional organizations such as the International Reading Association (IRA), the National Council of Teachers of English (NCTE), and the Association for Supervision and Curriculum Development (ASCD) can help teachers learn of developments in the field of reading and language arts. Membership in these organizations offers teachers an opportunity to meet with colleagues and to engage in research and service activities. Membership information for these organizations is provided below.

### **The International Reading Association**

The International Reading Association offers many print and electronic journals, regional and international conferences, and powerful position statements to guide literacy teachers at all levels.

**Website for membership:** <http://www.reading.org/membership>

**Telephone:** 800-628-8508, ext. 290

**Fax:** 302-737-0878

**Mailing Address:** 800 Barksdale Road, PO Box 6021  
Newark, DE 19714-6021

### **The National Council of Teachers of English**

The National Council of Teachers of English has been meeting the needs of literacy teachers since 1911. This organization serves teachers at all scholastic levels with journals, conferences, and Internet resources.

**Website:** <http://www.ncte.org>

**Telephone:** 877-369-6283

**Fax:** 217-328-9645

**Mailing Address:** NCTE  
Customer Service  
1111 West Kenyon Road  
Urbana, IL 61801

## **The Association for Supervision and Curriculum Development (ASCD)**

The Association for Supervision and Curriculum Development is an internationally recognized nonprofit organization serving teachers and students at all grade levels.

**Website:** <http://www.ascd.org>

**E-mail:** [member@ascd.org](mailto:member@ascd.org)

**Telephone:** 703-578-9600

**Fax:** 703-575-5400

**Mailing Address:** Association for Supervision and Curriculum Development  
1703 North Beauregard Street  
Alexandria, VA 22311-1714