

# Literacy: Reading–Language Arts Standards Addendum

Third Edition

for teachers of students ages 3–12

*National Board Certification  
Promotes Better Teaching,  
Better Learning, Better Schools*

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# Standards Addendum

This addendum shows every change made to create the current, updated 3rd edition of the Literacy: Reading-Language Arts Standards. In the table below, you will find the following information, from left to right:

- Paragraphs from the previous 2nd edition indicating text that was updated. The text appears in **bold**.
- Paragraphs from the updated 3rd edition indicating updated text. This text appears in **blue bold**.
- Page numbers indicating where each paragraph appears in the updated 3rd edition.

Moving down the table, from top to bottom, you will also find rows indicating the standard and section in which the updated paragraphs appear.

<b>Standards Text</b>		<b>Page Number</b> (in 3rd Edition)
<b>2nd Edition</b>	<b>Updated 3rd Edition</b>	
<i>Standard I: Knowledge of Learners</i>		
Knowing Each Student as an Intellectual, Social, Emotional, Cultural, and Language Learner		
<p>Accomplished teachers realize that students, both <b>English language learners</b> and native English speakers, have varying degrees of prior exposure to oral and written language. Some have been read to from infancy and have an easy familiarity with books and the conventions of print by school age. Others come from households whose members practice a rich oral tradition but do not habitually interact with printed text. Literacy teachers understand that some students come from national, regional, or socioeconomic backgrounds in which children have spoken with family members from earliest memory. Others arrive at school having had less prior experience with conversation. Teachers are aware that some of their students may have acquired important life skills, but not necessarily the attributes that will privilege them in a school setting.</p>	<p>Accomplished teachers realize that students, both <b>language learners</b> and native English speakers, have varying degrees of prior exposure to oral and written language. Some have been read to from infancy and have an easy familiarity with books and the conventions of print by school age. Others come from households whose members practice a rich oral tradition but do not habitually interact with printed text. Literacy teachers understand that some students come from national, regional, or socioeconomic backgrounds in which children have spoken with family members from earliest memory. Others arrive at school having had less prior experience with conversation. Teachers are aware that some of their students may have acquired important life skills, but not necessarily the attributes that will privilege them in a school setting.</p>	21
<p>Accomplished teachers know that <b>English language learners</b> possess a range of literacy skills, educational backgrounds, and linguistic foundations. Some have had no formal schooling; others have had interrupted formal schooling; and still others had continuous formal schooling in other countries. <b>English language learners</b> may be proficient in languages other than English, or they may not have developed grade- level literacy proficiency in their first language. Teachers do not make assumptions about students' prior literacy experiences; rather, they make the effort to learn about each student's familiarity with language and then intentionally provide students with rich oral and print language experiences through differentiated instruction.</p>	<p>Accomplished teachers know that <b>language learners</b> possess a range of literacy skills, educational backgrounds, and linguistic foundations. Some have had no formal schooling; others have had interrupted formal schooling; and still others had continuous formal schooling in other countries. <b>Language learners</b> may be proficient in languages other than English, or they may not have developed grade- level literacy proficiency in their first language. Teachers do not make assumptions about students' prior literacy experiences; rather, they make the effort to learn about each student's familiarity with language and then intentionally provide students with rich oral and print language experiences through differentiated instruction.</p>	21

<b>Standards Text</b>		<b>Page Number</b> (in 3rd Edition)
<b>2nd Edition</b>	<b>Updated 3rd Edition</b>	
<i>Standard II: Equity, Fairness, and Diversity</i>		
<b>Promoting Diversity</b>		
<p>Accomplished teachers ensure that when they make references to diversity as part of instruction, those references are authentic and relevant to their students. They choose literature and other learning resources that reflect a wide array of differences among people. They seek multiple perspectives and solutions when examining social issues with their students. Teachers highlight past and present events relating to issues of diversity as a way to promote students' understanding of how they function in a diverse world. Literacy teachers help their students take the step beyond awareness and acceptance of diversity to becoming advocates for social justice in a pluralistic, democratic society. For example, as teachers discuss problems relating to social justice with their older students, they might assign an essay in which their students respond to instances of racial profiling. Teachers of younger students might have their students read books about <b>homelessness</b>.</p>	<p>Accomplished teachers ensure that when they make references to diversity as part of instruction, those references are authentic and relevant to their students. They choose literature and other learning resources that reflect a wide array of differences among people. They seek multiple perspectives and solutions when examining social issues with their students. Teachers highlight past and present events relating to issues of diversity as a way to promote students' understanding of how they function in a diverse world. Literacy teachers help their students take the step beyond awareness and acceptance of diversity to becoming advocates for social justice in a pluralistic, democratic society. For example, as teachers discuss problems relating to social justice with their older students, they might assign an essay in which their students respond to instances of racial profiling. Teachers of younger students might have their students read books about <b>people without permanent housing</b>.</p>	26

<b>Standards Text</b>		<b>Page Number</b> (in 3rd Edition)
<b>2nd Edition</b>	<b>Updated 3rd Edition</b>	
<b>Standard III: Learning Environment</b>		
<b>Establishing the Physical Environment</b>		
<p>A student in the classroom of an accomplished teacher moves through a variety of learning settings—whole-class, small collaborative group, paired, and individual— in the course of the instructional day. Accomplished teachers create spaces that are conducive to whole-group, small-group, and independent learning. Groups are created as learning needs arise and modified or disbanded as needs change. Literacy teachers do not allow a student to be singled out by ongoing membership in a particular group. As teachers modify groupings based on students’ needs or interests, they ensure that students understand the resultant expectations. For example, <b>when grouping students for a new writing workshop or a literature discussion</b>, teachers help members adapt to group dynamics and explicitly teach group members how to communicate clearly and supportively.</p>	<p>A student in the classroom of an accomplished teacher moves through a variety of learning settings—whole-class, small collaborative group, paired, and individual— in the course of the instructional day. Accomplished teachers create spaces that are conducive to whole-group, small-group, and independent learning. Groups are created as learning needs arise and modified or disbanded as needs change. Literacy teachers do not allow a student to be singled out by ongoing membership in a particular group. As teachers modify groupings based on students’ needs or interests, they ensure that students understand the resultant expectations. For example, <b>when grouping students for peer editing or a literature discussion</b>, teachers help members adapt to group dynamics and explicitly teach group members how to communicate clearly and supportively.</p>	30 - 31
<b>Establishing the Intellectual Environment</b>		
<p>Accomplished teachers are aware that the learning environment extends beyond the walls of the classroom. They collaborate with families and invite students’ lives and cultures into the classroom. They build partnerships with the community that enhance student learning (See Standard XII—<i>Collaboration with Families and Communities</i>). In addition, literacy teachers recognize that online environments are increasingly a part of the overall learning environment. Teachers create <b>opportunities for students to engage in social networking</b> and to collaborate locally, nationally, and globally in developmentally appropriate ways. Teachers also take measures to maintain students’ safety in online environments.</p>	<p>Accomplished teachers are aware that the learning environment extends beyond the walls of the classroom. They collaborate with families and invite students’ lives and cultures into the classroom. They build partnerships with the community that enhance student learning. (See Standard XII—<i>Collaboration with Families and Communities</i>.) In addition, literacy teachers recognize that online environments are increasingly a part of the overall learning environment. Teachers create <b>opportunities for students to engage in educational social networking</b> and to collaborate locally, nationally, and globally in developmentally appropriate ways. Teachers also take measures to maintain students’ safety in online environments.</p>	31

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<b>2nd Edition</b>	<b>Updated 3rd Edition</b>	
<i>Standard IV: Instruction</i>		
<b>Planning for Learning</b>		
<p>All of an accomplished teacher’s instructional goals are influenced by research and theory. Teachers set goals based on what is developmentally and linguistically appropriate for their students and what is relevant to their students’ lives. Teachers take into account their students’ prior knowledge, skills and strategies, and their cultural and family backgrounds. <b>Teachers use the results of ongoing formative and summative assessments when setting goals</b>, and they consult with other educators.</p>	<p>All of an accomplished teacher’s instructional goals are influenced by research and theory. Teachers set goals based on what is developmentally and linguistically appropriate for their students and what is relevant to their students’ lives. Teachers take into account their students’ prior knowledge, skills and strategies, and their cultural and family backgrounds. <b>Teachers use the results of ongoing formative and summative assessments when setting goals or monitoring progress</b>, and they consult with other educators.</p>	33
<b>Selecting Resources</b>		
<p>Accomplished teachers are familiar with a wide range of instructional resources that enrich and extend the literacy development of their students. These resources range from traditional print literature to innovative technology and media, community resources, and student-generated work. Literacy teachers are deliberate and reflective as they locate and select resources for teaching. Accomplished teachers critically evaluate professional resources and lesson plan ideas as they seek new resources for instruction, evaluating all potential resources in terms of their cultural relevancy and biases. They select curriculum resources based on previous experiences and their expectation that the materials will promote student literacy growth. They adapt and modify materials as needed. Teachers are also resourceful in obtaining and creating supplementary materials that support student learning in all content areas, such as primary documents, audio recordings of speeches, <b>Web sites</b>, and video clips. Accomplished teachers provide students with a variety of textual genres, traditions, cultures, styles, and perspectives representative of the breadth and depth of children’s literature.</p>	<p>Accomplished teachers are familiar with a wide range of instructional resources that enrich and extend the literacy development of their students. These resources range from traditional print literature to innovative technology and media, community resources, and student-generated work. Literacy teachers are deliberate and reflective as they locate and select resources for teaching. Accomplished teachers critically evaluate professional resources and lesson plan ideas as they seek new resources for instruction, evaluating all potential resources in terms of their cultural relevancy and biases. They select curriculum resources based on previous experiences and their expectation that the materials will promote student literacy growth. They adapt and modify materials as needed. Teachers are also resourceful in obtaining and creating supplementary materials that support student learning in all content areas, such as primary documents, audio recordings of speeches, <b>websites</b>, and video clips. Accomplished teachers provide students with a variety of textual genres, traditions, cultures, styles, and perspectives representative of the breadth and depth of children’s literature.</p>	34

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<i>Standard IV: Instruction</i>		
<b>Selecting Resources</b>		
<p>Accomplished teachers are adept at selecting texts which match varying instructional needs. Teachers have a rich knowledge of children’s literature, including print and non-print texts. Teachers select texts that encourage literacy development; represent diverse genres and a range of difficulty levels; exhibit high quality; extend conceptual knowledge of the world; and encourage engagement by students of varying backgrounds. For example, <b>teachers in early grades might select picture books that repeat sounds to foster the development of phonemic awareness</b>, whereas teachers in the upper grades might read aloud picture books that feature figurative language to serve as mentor texts for poetry writing.</p>	<p>Accomplished teachers are adept at selecting texts which match varying instructional needs. Teachers have a rich knowledge of children’s literature, including print and non-print texts. Teachers select texts that encourage literacy development; represent diverse genres and a range of difficulty levels; exhibit high quality; extend conceptual knowledge of the world; and encourage engagement by students of varying backgrounds. For example, <b>teachers in early grades might select picture books to develop vocabulary</b>, whereas teachers in the upper grades might read aloud picture books that feature figurative language to serve as mentor texts for poetry writing.</p>	34
<p>Accomplished teachers select media and technology tools that enhance and extend their students’ opportunities to learn about and through language. Teachers recognize that they are responsible for selecting developmentally appropriate technology and media that match overarching curriculum goals and that are appealing and accessible to learners. For example, teachers might help students set up blogs in which they communicate with students from around the world as both groups read the same novel, or they might have <b>English language learners</b> employ email as an avenue for building language. Accomplished teachers are aware of assistive technologies that increase success for students with exceptionalities. They may obtain an adaptive mouse for a student to use with a computer, learn to program a voice simulator for a student who is without speech, or provide interactive software for a student with cognitive processing difficulties to help that student learn to read and write.</p>	<p>Accomplished teachers select media and technology tools that enhance and extend their students’ opportunities to learn about and through language. Teachers recognize that they are responsible for selecting developmentally appropriate technology and media that match overarching curriculum goals and that are appealing and accessible to learners. For example, teachers might help students set up blogs in which they communicate with students from around the world as both groups read the same novel, or they might have <b>language learners</b> employ email as an avenue for building language. Accomplished teachers are aware of assistive technologies that increase success for students with exceptionalities. They may obtain an adaptive mouse for a student to use with a computer, learn to program a voice simulator for a student who is without speech, or provide interactive software for a student with cognitive processing difficulties to help that student learn to read and write.</p>	35

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<i>Standard IV: Instruction</i>		
<b>Selecting Resources</b>		
<p>Accomplished teachers understand that some of the most effective instructional resources are those created by students themselves. Student history projects, multimedia presentations, dramas, science logs, original stories and poems, <b>audiotapes</b> of oral histories, and articles in class newspapers effectively promote language building because students learn through the process of creating them and, after their dissemination, through the responses of others to their work. Teachers promote the production of such materials by giving students appropriate materials and sufficient time. Teachers subsequently make student-produced texts of all kinds available for wider reading, listening, or viewing—both by individuals and in groups.</p>	<p>Accomplished teachers understand that some of the most effective instructional resources are those created by students themselves. Student history projects, multimedia presentations, dramas, science logs, original stories and poems, <b>audio recordings</b> of oral histories, and articles in class newspapers effectively promote language building because students learn through the process of creating them and, after their dissemination, through the responses of others to their work. Teachers promote the production of such materials by giving students appropriate materials and sufficient time. Teachers subsequently make student-produced texts of all kinds available for wider reading, listening, or viewing—both by individuals and in groups.</p>	36

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<i>Standard IV: Instruction</i>		
<b>Teaching</b>		
<p>Accomplished teachers use the results of ongoing assessments to refine their plans and differentiate instruction as needed. Accomplished teachers hold the same high expectations for all students' literacy learning; however, they differentiate instruction by providing different resources, learning engagements, or levels of support in order to help all students meet those expectations. Teachers do this by providing whole group, small group, and individualized instruction in flexible and responsive ways. <b>For example, during independent reading conferences, the teacher may observe that several students read self-selected texts accurately, but are unable to read aloud with fluency and expression. The teacher might group these students for guided fluency instruction</b>, providing a text that is conducive to phrased, fluent reading, such as a poem or the lyrics to a song. Teachers may provide differentiation by varying the amount of time they allow students to complete assignments or providing students with choices in literacy engagements. When appropriate, teachers may vary the readability levels of instructional materials. For example, when a class is studying insects, the teacher might ask small groups to read passages at different readability levels and then discuss their learning or record important ideas on a chart with the whole group.</p>	<p>Accomplished teachers use the results of ongoing assessments to refine their plans and differentiate instruction as needed. Accomplished teachers hold the same high expectations for all students' literacy learning; however, they differentiate instruction by providing different resources, learning engagements, or levels of support in order to help all students meet those expectations. Teachers do this by providing whole group, small group, and individualized instruction in flexible and responsive ways. <b>For example, while conferring with students, the teacher may observe that several students read texts accurately, but are unable to read aloud with fluency and expression. The teacher might group these students for fluency instruction</b>, providing a text that is conducive to phrased, fluent reading, such as a poem or the lyrics to a song. Teachers may provide differentiation by varying the amount of time they allow students to complete assignments or providing students with choices in literacy engagements. When appropriate, teachers may vary the readability levels of instructional materials. For example, when a class is studying insects, the teacher might ask small groups to read passages at different readability levels and then discuss their learning or record important ideas on a chart with the whole group.</p>	37

<b>Standards Text</b>		<b>Page Number</b> (in 3rd Edition)
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<i>Standard V: Assessment</i>		
<b>Knowledge of Assessment</b>		
<p>Accomplished teachers understand the many purposes of assessment, including to evaluate student learning; to inform their own teaching practices; to provide feedback to students; to communicate with stakeholders about individual student progress and overall school performance; and to foster both teacher and student self-reflection. Teachers know the full range of assessment types. They understand the purposes and uses of both formative and summative assessments, and they understand that within these two broad groupings there are both formal and informal assessment tools. Literacy assessments may include <b>classroom observation and documentation; records of reading; portfolio assessments</b>; oral reading assessments; multiple-choice tests; teacher-student conferences; and mandated assessments. Accomplished teachers know the strengths and limitations of each type of assessment tool, and they understand that rich and robust educational plans require a multifaceted approach to assessment.</p>	<p>Accomplished teachers understand the many purposes of assessment, including to evaluate student learning; to inform their own teaching practices; to provide feedback to students; to communicate with stakeholders about individual student progress and overall school performance; and to foster both teacher and student self-reflection. Teachers know the full range of assessment types. They understand the purposes and uses of both formative and summative assessments, and they understand that within these two broad groupings there are both formal and informal assessment tools. Literacy assessments may include <b>classroom observation and documentation; portfolio assessments</b>; oral reading assessments; multiple-choice tests; teacher-student conferences; and mandated assessments. Accomplished teachers know the strengths and limitations of each type of assessment tool, and they understand that rich and robust educational plans require a multifaceted approach to assessment.</p>	40

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<b>2nd Edition</b>	<b>Updated 3rd Edition</b>	
<i>Standard V: Assessment</i>		
<b>Knowledge of Assessment</b>		
<p>Accomplished teachers understand the value of encouraging students to take responsibility for their own intellectual, social, emotional, and ethical growth. Teachers know that by promoting metacognitive awareness in their students through self-assessment, teachers allow students to take responsibility for their learning and help them become more reflective thinkers. Literacy teachers recognize the importance that self-assessment plays in developing literacy learners. Teachers know that students who can make meaningful connections and pose self-generated questions are positioned to become active, engaged, and self-regulating. These teachers realize that teaching students how to self-assess and reflect on their learning may be particularly powerful for helping reluctant classroom learners find new connections between their curiosity and the school curriculum. Accomplished teachers also recognize that self-assessment can be valuable for <b>English language learners</b>, since collecting their work over time makes evident their progress in language acquisition. Furthermore, accomplished teachers understand that student self-assessment can provide an opportunity for the teacher to determine the efficacy of instruction.</p>	<p>Accomplished teachers understand the value of encouraging students to take responsibility for their own intellectual, social, emotional, and ethical growth. Teachers know that by promoting metacognitive awareness in their students through self-assessment, teachers allow students to take responsibility for their learning and help them become more reflective thinkers. Literacy teachers recognize the importance that self-assessment plays in developing literacy learners. Teachers know that students who can make meaningful connections and pose self-generated questions are positioned to become active, engaged, and self-regulating. These teachers realize that teaching students how to self-assess and reflect on their learning may be particularly powerful for helping reluctant classroom learners find new connections between their curiosity and the school curriculum. Accomplished teachers also recognize that self-assessment can be valuable for <b>language learners</b>, since collecting their work over time makes evident their progress in language acquisition. Furthermore, accomplished teachers understand that student self-assessment can provide an opportunity for the teacher to determine the efficacy of instruction.</p>	40

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<i>Standard V: Assessment</i>		
Selecting and Administering Assessments		
<p>Accomplished teachers know how to select the most efficient and effective technology available for collecting assessment data, and they are adept at applying this technology. For example, a teacher might make an audio recording of a student reading a short passage and then <b>analyze the reading for miscues or fluency</b>. A teacher might use <b>a computer program</b> to calculate the readability level of a text used in a reading assessment. Accomplished teachers understand the challenges that some technological assessment tools may pose for students. For example, students who find it difficult to navigate texts in a screen-based format may need support in order to complete online assessments. Teachers also assess students' progress by providing opportunities for students to use technology to demonstrate literacy development. For example, teachers might allow students to use <b>a Web tool</b> to develop a class rubric or have students create a book review by making a short video.</p>	<p>Accomplished teachers know how to select the most efficient and effective technology available for collecting assessment data, and they are adept at applying this technology. For example, a teacher might make an audio recording of a student reading a short passage and then <b>analyze the reading for fluency</b>. A teacher might use <b>an app</b> to calculate the readability level of a text used in a reading assessment. Accomplished teachers understand the challenges that some technological assessment tools may pose for students. For example, students who find it difficult to navigate texts in a screen-based format may need support in order to complete online assessments. Teachers also assess students' progress by providing opportunities for students to use technology to demonstrate literacy development. For example, teachers might allow students to use <b>a digital tool</b> to develop a class rubric or have students create a book review by making a short video.</p>	42

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<b>2nd Edition</b>	<b>Updated 3rd Edition</b>	
<i>Standard V: Assessment</i>		
<b>Communicating the Results of Assessment</b>		
<p>Accomplished teachers effectively use available technologies to communicate assessment data to parents and other stakeholders. They may use digital software to create graphs or charts of individual, class, or school performance in order to display growth over time. If they are required by the district to use assessment portals, they may choose to go above and beyond merely entering numerical grades and communicate additional pertinent assessment information to parents. For example, teachers might maintain a <b>Web site</b> which offers information about how parents can help students prepare for assessments, including components such as test preparation modules or explanations of testing jargon. Teachers might provide parents with information on their child’s performance through emails or other forms of digital communication. They might use technology to inform stakeholders about assessments. For example, a teacher might use presentation software to display results of standardized testing and help stakeholders better understand how these data are used to refine and improve instructional programs.</p>	<p>Accomplished teachers effectively use available technologies to communicate assessment data to parents and other stakeholders. They may use digital software to create graphs or charts of individual, class, or school performance in order to display growth over time. If they are required by the district to use assessment portals, they may choose to go above and beyond merely entering numerical grades and communicate additional pertinent assessment information to parents. For example, teachers might maintain a <b>website</b> which offers information about how parents can help students prepare for assessments, including components such as test preparation modules or explanations of testing jargon. Teachers might provide parents with information on their child’s performance through emails or other forms of digital communication. They might use technology to inform stakeholders about assessments. For example, a teacher might use presentation software to display results of standardized testing and help stakeholders better understand how these data are used to refine and improve instructional programs.</p>	45

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<b>2nd Edition</b>	<b>Updated 3rd Edition</b>	
<i>Standard V: Assessment</i>		
<b>Using Assessment Results</b>		
<p>Accomplished teachers use assessment results to plan instruction in multiple ways. Assessments provide information about student interests and abilities that help teachers differentiate instruction. Teachers may use reading interest surveys to select books for literature circles or <b>use students' writing samples to determine the next mini-lessons to teach during writing instruction</b>. Literacy teachers use results of recurring assessments to monitor student progress across the language arts. When student progress is not as expected, teachers engage in more in-depth assessment to understand why and then make instructional changes or provide interventions to accelerate learning. For example, teachers may gather regular records of reading and use the results to make informed decisions about which aspects of literacy to emphasize during small-group instruction.</p>	<p>Accomplished teachers use assessment results to plan instruction in multiple ways. Assessments provide information about student interests and abilities that help teachers differentiate instruction. Teachers may use reading interest surveys to select books for literature circles or <b>use students' writing samples to determine the next lessons to teach during writing instruction</b>. Literacy teachers use results of recurring assessments to monitor student progress across the language arts. When student progress is not as expected, teachers engage in more in-depth assessment to understand why and then make instructional changes or provide interventions to accelerate learning. For example, teachers may gather regular records of reading and use the results to make informed decisions about which aspects of literacy to emphasize during small-group instruction.</p>	45
<p>Accomplished teachers use assessment data to reflect on their teaching as well as on their students' learning. They perceive all assessments as an opportunity for professional growth. As teachers review assessment data, they question whether benchmarks have been met and goals have been accomplished. They consider whether their instructional decisions have had the desired impact, and they refine their instructional practices accordingly. Teachers may realize that a particular small group struggled with an assignment to critique a <b>Web site</b> and reformulate groups accordingly; or they may review students' scores on a checklist of listening skills and decide to spend more time teaching students to be considerate listeners when they confer with partners.</p>	<p>Accomplished teachers use assessment data to reflect on their teaching as well as on their students' learning. They perceive all assessments as an opportunity for professional growth. As teachers review assessment data, they question whether benchmarks have been met and goals have been accomplished. They consider whether their instructional decisions have had the desired impact, and they refine their instructional practices accordingly. Teachers may realize that a particular small group struggled with an assignment to critique a <b>website</b> and reformulate groups accordingly; or they may review students' scores on a checklist of listening skills and decide to spend more time teaching students to be considerate listeners when they confer with partners.</p>	45

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<b>2nd Edition</b>	<b>Updated 3rd Edition</b>	
<i>Standard VI: Reading</i>		
<b>Knowledge</b>		
<p>Accomplished teachers understand the particular challenges related to learning to read, and they know that each student may need to overcome various challenges. Teachers ensure that all students receive high-quality instruction that motivates them and furthers their development as readers. Teachers know how and when to assess students to select texts that relate to student needs and interests. For example, <b>the teacher might notice from a record of reading that a student relies on picture support, so the teacher would select texts with close picture-text correspondence for that particular learner.</b> The ultimate goal of accomplished teachers is to help students develop into lifelong readers who are engaged in the process of learning, who are able to comprehend and critique what they read, and who read for enjoyment.</p>	<p>Accomplished teachers understand the particular challenges related to learning to read, and they know that each student may need to overcome various challenges. Teachers ensure that all students receive high-quality instruction that motivates them and furthers their development as readers. Teachers know how and when to assess students to select texts that relate to student needs and interests. For example, <b>the teacher might notice that a student relies on picture support, so the teacher would determine the student's phonemic awareness and select decodable texts aligned with their word-reading phase of development.</b> The ultimate goal of accomplished teachers is to help students develop into lifelong readers who are engaged in the process of learning, who are able to comprehend and critique what they read, and who read for enjoyment.</p>	47 - 48
<p><b>Accomplished teachers know that strategic readers use a variety of cueing systems, and they understand how to instruct students to use these systems flexibly.</b> Teachers know how to provide all students, whether emerging or proficient readers, with appropriate texts, strategies, and opportunities to practice reading with sufficient fluency and automaticity. Literacy teachers recognize that students have varying degrees of experience with texts and concepts of print. Teachers know to assess for and purposefully teach concepts of print, knowing that these concepts become increasingly sophisticated along the reading continuum. For example, teachers of young students understand that a basic understanding would be directionality and return sweep, while teachers of older students would include more advanced concepts such as knowing how to navigate a graphic novel.</p>	<p><b>Accomplished teachers know that skilled readers use a variety of decoding strategies, and they understand how to instruct students to extract and construct meaning from print.</b> Teachers know how to provide all students, whether emerging or proficient readers, with appropriate texts, strategies, and opportunities to practice reading with sufficient fluency and automaticity. Literacy teachers recognize that students have varying degrees of experience with texts and concepts of print. Teachers know to assess for and purposefully teach concepts of print, knowing that these concepts become increasingly sophisticated along the reading continuum. For example, teachers of young students understand that a basic understanding would be directionality and return sweep, while teachers of older students would include more advanced concepts such as knowing how to navigate a graphic novel.</p>	48

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<i>Standard VI: Reading</i>		
<b>Environment</b>		
In the physical environment, accomplished teachers promote visual literacy through a deliberate dispersion of reading materials such as diverse literature, <b>big books, word walls, content and motivational posters</b> , word banks, shared poetry, and technology. They set aside areas in the room for independent cozy reading, paired practice, small-group lessons, and whole-group instruction. They purposefully incorporate play in their classrooms and, when possible, offer puppets and props to retell or act out a story. Teachers also ensure that all students have access to technology in the reading environment.	In the physical environment, accomplished teachers promote visual literacy through a deliberate dispersion of reading materials such as diverse literature, <b>big books, content and motivational posters</b> , word banks, shared poetry, and technology. They set aside areas in the room for independent cozy reading, paired practice, small-group lessons, and whole-group instruction. They purposefully incorporate play in their classrooms and, when possible, offer puppets and props to retell or act out a story. Teachers also ensure that all students have access to technology in the reading environment.	49
<b>Instruction</b>		
Accomplished teachers know that <b>reading is a meaning-making process in which the ultimate goal is comprehension</b> . Teachers provide students with a variety of strategies to use before, during, and after reading; they match these strategies to the challenges posed by texts and the needs of readers. <b>Literacy teachers help students learn to use cueing systems flexibly and effectively in their reading</b> . Teachers provide students with the varied experiences and sophisticated skills they need to develop the independent ability to use each system appropriately without an overreliance on any one of them. Accomplished teachers expose students to new texts and to new concepts and promote enthusiasm for reading. They teach reading in engaging, meaningful, and authentic ways that support students' abilities to comprehend texts in sophisticated ways.	Accomplished teachers know that <b>reading is a complex process with the ultimate goal of constructing meaning from print</b> . Teachers provide students with a variety of strategies to use before, during, and after reading; they match these strategies to the challenges posed by texts and the needs of readers. <b>Literacy teachers help students use their background knowledge alongside their decoding and language skills to make meaning from texts</b> . Teachers provide students with the varied experiences and sophisticated skills they need to develop the independent ability to use each system appropriately without an overreliance on any one of them. Accomplished teachers expose students to new texts and to new concepts and promote enthusiasm for reading. They teach reading in engaging, meaningful, and authentic ways that support students' abilities to comprehend texts in sophisticated ways.	49 - 50

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<i>Standard VI: Reading</i>		
<b>Instruction</b>		
<p>Accomplished teachers model for students how to locate the most important ideas in a text and how to relate those ideas to concepts encountered in other texts and in real-world experiences. They teach students to draw on background knowledge as they read, to summarize arguments, and to preview important <b>textual and visual cues</b> in order to make reasonable predictions. For example, literacy teachers inform their students about text features such as headings, bullets, and bolded words which will help students organize their thinking and further comprehend what they are reading.</p>	<p>Accomplished teachers model for students how to locate the most important ideas in a text and how to relate those ideas to concepts encountered in other texts and in real-world experiences. They teach students to draw on background knowledge as they read, to summarize arguments, and to preview important <b>textual and visual features in the text</b> in order to make reasonable predictions. For example, literacy teachers inform their students about text features such as headings, bullets, and bolded words which will help students organize their thinking and further comprehend what they are reading.</p>	50
<p>Accomplished teachers foster students' abilities to be flexible as they decode unfamiliar words so they can unlock the meaning of texts. <b>Teachers purposefully plan word study</b>, and they also capitalize on opportunities for word learning that arise spontaneously. Literacy teachers teach students effective strategies for developing their reading skills. For example, they know that by providing students ample time to write, students will approximate the spelling of words by applying their knowledge of phonics. Teachers work to develop students' phonemic awareness, understanding of phonics, and understanding of the alphabetic principle. <b>They teach these skills and processes</b> in systematic, meaningful, motivating, and appropriate ways. Teachers may use songs, rhymes, or poetry with younger students <b>to explore onsets and rimes</b>, or they may engage older students in word sorts to explore spelling patterns or the meanings of prefixes.</p>	<p>Accomplished teachers foster students' abilities to be flexible as they decode unfamiliar words so they can unlock the meaning of texts. <b>Teachers purposefully plan word work</b>, and they also capitalize on opportunities for word learning that arise spontaneously. Literacy teachers teach students effective strategies for developing their reading skills. For example, they know that by providing students ample time to write, students will approximate the spelling of words by applying their knowledge of phonics. Teachers work to develop students' phonemic awareness, understanding of phonics, and understanding of the alphabetic principle. <b>They explicitly teach these skills and processes</b> in systematic, meaningful, motivating, and appropriate ways. Teachers may use songs, rhymes, or poetry with younger students <b>to explore phonological aspects of language</b>, or they may engage older students in word sorts to explore spelling patterns or the meanings of prefixes.</p>	50 - 51

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<i>Standard VI: Reading</i>		
<b>Instruction</b>		
<p>Accomplished teachers support students' vocabulary acquisition, which in turn fosters reading comprehension. Teachers use an array of strategies <b>to develop students' vocabulary</b>. They introduce students to an abundance of new words through real conversations in authentic contexts as well as by reading aloud to students; engaging students in wide reading of diverse texts; and employing vivid, complex, and varied oral language experiences. Literacy teachers support students' acquisition of a variety of ways to learn new words such as using reference tools and using the context of the text to determine word meanings. They select appropriate vocabulary for explicit word study based on their assessments of students' word knowledge and the utility of words for supporting future oral and written communication. Accomplished teachers value the relationship between content vocabulary and conceptual knowledge in the content areas, and therefore, they develop students' discipline-specific vocabulary.</p>	<p>Accomplished teachers support students' vocabulary acquisition, which in turn fosters reading comprehension. Teachers use an array of strategies <b>to explicitly teach and develop students' vocabulary</b>. They introduce students to an abundance of new words through real conversations in authentic contexts as well as by reading aloud to students; engaging students in wide reading of diverse texts; and employing vivid, complex, and varied oral language experiences. Literacy teachers support students' acquisition of a variety of ways to learn new words such as using reference tools and using the context of the text to determine word meanings. They select appropriate vocabulary for explicit word study based on their assessments of students' word knowledge and the utility of words for supporting future oral and written communication. Accomplished teachers value the relationship between content vocabulary and conceptual knowledge in the content areas, and therefore, they develop students' discipline-specific vocabulary.</p>	51
<p>Accomplished teachers are aware that fluency affects comprehension, and they are careful to select accessible texts that are matched to students' instructional needs. Literacy teachers understand that fluency involves automaticity, prosody, and rate, and they are careful not to emphasize rate over comprehension. <b>Teachers know that fluency is best taught by providing students with opportunities to engage in the reading of connected texts. For example, a teacher would allow a student with emerging language skills multiple opportunities to reread a familiar shared poem or short story.</b></p>	<p>Accomplished teachers are aware that fluency affects comprehension, and they are careful to select accessible texts that are matched to students' instructional needs. Literacy teachers understand that fluency involves automaticity, prosody, and rate, and they are careful not to emphasize rate over comprehension. <b>Teachers know that fluency is best taught by providing students with opportunities to engage in repeated reading. For example, a teacher would allow a student with emerging language skills multiple opportunities to reread a decodable text.</b></p>	51

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<i>Standard VI: Reading</i>		
<b>Connections</b>		
Accomplished teachers recognize that in an information-rich society, developing viewing skills and visual literacy are essential to reading instruction. Realizing that the meaning of the term text has expanded to include both print and non-print versions, they purposefully select a variety of texts in order to help students develop the critical reading skills of analyzing and critiquing non-print texts. Literacy teachers often extend and enhance reading instruction by employing visual texts such as photographs, artwork, <b>Web sites</b> , graphics images, and video clips.	Accomplished teachers recognize that in an information-rich society, developing viewing skills and visual literacy are essential to reading instruction. Realizing that the meaning of the term "text" has expanded to include both print and non-print versions, they purposefully select a variety of texts in order to help students develop the critical reading skills of analyzing and critiquing non-print texts. Literacy teachers often extend and enhance reading instruction by employing visual texts such as photographs, artwork, <b>websites</b> , graphics images, and video clips.	52 - 53
<i>Standard VII: Writing</i>		
<b>Knowledge</b>		
Accomplished teachers understand the links between writing and the other language arts; in particular they understand the foundational and complex relationship between oral language and writing. They understand that what students articulate is the basis for what they are able to write. Literacy teachers know that learning to write involves knowing how writing and speech relate; how form and style vary depending on different situations and purposes; and how a reader will react to what was written. These teachers are aware of the range of oral language acquisition levels of their students and how these levels influence students' writing. Literacy teachers pay special attention to the oral language acquisition levels of culturally and linguistically diverse learners and students with exceptional needs. Accomplished teachers know that without explicit instruction in and accommodations for their oral language development, <b>English language learners</b> and students with exceptional needs may have difficulty mastering the written language.	Accomplished teachers understand the links between writing and the other language arts; in particular they understand the foundational and complex relationship between oral language and writing. They understand that what students articulate is the basis for what they are able to write. Literacy teachers know that learning to write involves knowing how writing and speech relate; how form and style vary depending on different situations and purposes; and how a reader will react to what was written. These teachers are aware of the range of oral language acquisition levels of their students and how these levels influence students' writing. Literacy teachers pay special attention to the oral language acquisition levels of culturally and linguistically diverse learners and students with exceptional needs. Accomplished teachers know that without explicit instruction in and accommodations for their oral language development, <b>language learners</b> and students with exceptional needs may have difficulty mastering the written language.	55

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<i>Standard VII: Writing</i>		
<b>Knowledge</b>		
<p>Accomplished teachers are familiar with the stages and indicators of learners' writing development. Teachers understand that the concept of emergent writing applies to <b>English language learners</b> as well as to young children, and accomplished teachers can distinguish between the ways these two populations learn to write. Literacy teachers know that early attempts at spelling reflect children's efforts to communicate using print, and teachers realize that the way a child spells can provide insight into the child's literacy and linguistic growth. Accomplished teachers understand that many aspects of writing fascinate children. They know that young children are impressed when they first realize that written symbols convey spoken words.</p>	<p>Accomplished teachers are familiar with the stages and indicators of learners' writing development. Teachers understand that the concept of emergent writing applies to <b>language learners</b> as well as to young children, and accomplished teachers can distinguish between the ways these two populations learn to write. Literacy teachers know that early attempts at spelling reflect children's efforts to communicate using print, and teachers realize that the way a child spells can provide insight into the child's literacy and linguistic growth. Accomplished teachers understand that many aspects of writing fascinate children. They know that young children are impressed when they first realize that written symbols convey spoken words.</p>	55
<b>Instruction</b>		
<p>Accomplished teachers deliberately use available technology in developmentally and instructionally appropriate ways to help students develop skill as writers and achieve curriculum goals when creating written projects. Teachers use technology to guide students to think about and practice writing as a recursive and interactive process. Accomplished literacy teachers understand the ways that technology is changing the way students conceptualize language and writing. They possess a repertoire of ways to engage students with a wide variety of media to promote writing in the classroom. These can include creating a digital book, responding to a blog, and responding to literature through social media. Teachers understand that emerging technologies can open up new publication possibilities in the classroom; teachers guide students to use a range of writing projects that may incorporate graphics and may be presented as brochures, multimedia presentations, <b>Web pages</b>, blogs, podcasts, digital stories, or in other formats.</p>	<p>Accomplished teachers deliberately use available technology in developmentally and instructionally appropriate ways to help students develop skill as writers and achieve curriculum goals when creating written projects. Teachers use technology to guide students to think about and practice writing as a recursive and interactive process. Accomplished literacy teachers understand the ways that technology is changing the way students conceptualize language and writing. They possess a repertoire of ways to engage students with a wide variety of media to promote writing in the classroom. These can include creating a digital book, responding to a blog, and responding to literature through social media. Teachers understand that emerging technologies can open up new publication possibilities in the classroom; teachers guide students to use a range of writing projects that may incorporate graphics and may be presented as brochures, multimedia presentations, <b>webpages</b>, blogs, podcasts, digital stories, or in other formats.</p>	59

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<i>Standard VIII: Listening and Speaking</i>		
<b>Instruction</b>		
<p>Accomplished teachers offer many opportunities for students to speak with and listen to one another and their teachers in the whole class, small groups, and pairs. Teachers carefully scaffold their teaching of listening and speaking in order to differentiate instruction and meet the needs of all students, including but not limited to students with language and speech impairments, <b>English language learners</b>, and students with other communication challenges. Accomplished literacy teachers accommodate for differences in the ways students learn. They understand that some students naturally and easily process information through listening and speaking, whereas other students need to be taught listening and speaking processing skills. Teachers use assessment data and student records from school and home when developing instructional plans to support students' speaking and listening development.</p>	<p>Accomplished teachers offer many opportunities for students to speak with and listen to one another and their teachers in the whole class, small groups, and pairs. Teachers carefully scaffold their teaching of listening and speaking in order to differentiate instruction and meet the needs of all students, including but not limited to students with language and speech impairments, <b>language learners</b>, and students with other communication challenges. Accomplished literacy teachers accommodate for differences in the ways students learn. They understand that some students naturally and easily process information through listening and speaking, whereas other students need to be taught listening and speaking processing skills. Teachers use assessment data and student records from school and home when developing instructional plans to support students' speaking and listening development.</p>	65
<i>Standard IX: Viewing and Visual Literacy</i>		
<b>Knowledge</b>		
<p>Accomplished teachers understand that in order to read the full range of visual information, students must learn how to interpret a wide range of <b>visual cues</b>. These include such elements as text features; details and patterns in photographs, videos, and interactive games; or the body language and facial expressions that accompany speech and modify its meaning. Teachers know that visual information often adds layers of significance beyond that conveyed in the written word. For example, an accomplished teacher knows to direct students to information contained in a bar graph accompanying an informational text and how to extend the discussion by identifying other ways the author might have conveyed the information.</p>	<p>Accomplished teachers understand that in order to read the full range of visual information, students must learn how to interpret a wide range of <b>visual elements and stimuli</b>. These include such elements as text features; details and patterns in photographs, videos, and interactive games; or the body language and facial expressions that accompany speech and modify its meaning. Teachers know that visual information often adds layers of significance beyond that conveyed in the written word. For example, an accomplished teacher knows to direct students to information contained in a bar graph accompanying an informational text and how to extend the discussion by identifying other ways the author might have conveyed the information.</p>	69

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<i>Standard IX: Viewing and Visual Literacy</i>		
<b>Knowledge</b>		
<p>Accomplished teachers realize that visual media transform and mold society; therefore, they recognize how important it is for their students to become informed consumers and producers of visual media such as <b>Web sites</b>, blogs, email, video clips, software, video games, and other current and emerging technologies. They understand that if students are to compete within a global society, they must not only be critical consumers of visual media but also be creative producers who are capable of having a positive impact on the economy. Literacy teachers embrace new technology and find innovative uses of traditional technologies.</p>	<p>Accomplished teachers realize that visual media transform and mold society; therefore, they recognize how important it is for their students to become informed consumers and producers of visual media such as <b>websites</b>, blogs, email, video clips, software, video games, and other current and emerging technologies. They understand that if students are to compete within a global society, they must not only be critical consumers of visual media but also be creative producers who are capable of having a positive impact on the economy. Literacy teachers embrace new technology and find innovative uses of traditional technologies.</p>	69
<p>Since this field is continuously evolving, accomplished teachers are flexible and open to new ways of understanding visual literacy. Teachers are themselves skilled viewers, able to analyze and interpret a wide variety of visual texts. They seek to become knowledgeable about the types of viewing experiences their students have— what television shows students see, what movies they go to, what <b>Web sites</b> they visit. Teachers know how to help students become reflective and analytic viewers both at school and at home. They seek out professional development in this area. They might take a course on critical reading to develop a deeper understanding of how visual media are read, or they might attend a workshop on how to integrate the use of video clips into their literacy instruction. They might help colleagues develop visual literacy by engaging in critical conversations about the images found within the school environment as well as in the community. For example, an accomplished teacher might recognize cultural bias in a poster encouraging parental involvement and address it with school administrators.</p>	<p>Since this field is continuously evolving, accomplished teachers are flexible and open to new ways of understanding visual literacy. Teachers are themselves skilled viewers, able to analyze and interpret a wide variety of visual texts. They seek to become knowledgeable about the types of viewing experiences their students have— what television shows students see, what movies they go to, what <b>websites</b> they visit. Teachers know how to help students become reflective and analytic viewers both at school and at home. They seek out professional development in this area. They might take a course on critical reading to develop a deeper understanding of how visual media are read, or they might attend a workshop on how to integrate the use of video clips into their literacy instruction. They might help colleagues develop visual literacy by engaging in critical conversations about the images found within the school environment as well as in the community. For example, an accomplished teacher might recognize cultural bias in a poster encouraging parental involvement and address it with school administrators.</p>	69

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<i>Standard IX: Viewing and Visual Literacy</i>		
<b>Environment</b>		
Accomplished teachers create visually rich environments and varied learning experiences in physical learning spaces, which make certain that all students learn how to interpret, analyze, comprehend, and create many forms of visual texts. <b>Visual and physical environmental cues</b> serve as important supports for student learning, particularly for the academic and social development of emergent readers and students for whom English is a new language, students with hearing loss, and students from culturally and dialectally diverse backgrounds.	Accomplished teachers create visually rich environments and varied learning experiences in physical learning spaces, which make certain that all students learn how to interpret, analyze, comprehend, and create many forms of visual texts. <b>Visual and physical environment</b> serve as important supports for student learning, particularly for the academic and social development of emergent readers and students for whom English is a new language, students with hearing loss, and students from culturally and dialectally diverse backgrounds.	69 - 70
<b>Instruction</b>		
Accomplished teachers understand that developing students' abilities to interpret and manipulate visual elements requires purposeful and planned instruction. They teach their students how to be discriminating viewers who can synthesize the message and identify the purpose of a given medium and also recognize bias and propaganda embedded in visual media. For example, accomplished literacy teachers might have groups of students critically analyze images on a <b>Web site</b> to identify examples of bias and discuss the social ramifications. Teachers critically discuss with students visual media ethics, the ways in which visual media reflect and shape the values of a society, and the appropriate uses of different visual media. Accomplished teachers are able to reflect upon a given medium's potential impact on society at large and facilitate their students' understandings of these issues.	Accomplished teachers understand that developing students' abilities to interpret and manipulate visual elements requires purposeful and planned instruction. They teach their students how to be discriminating viewers who can synthesize the message and identify the purpose of a given medium and also recognize bias and propaganda embedded in visual media. For example, accomplished literacy teachers might have groups of students critically analyze images on a <b>website</b> to identify examples of bias and discuss the social ramifications. Teachers critically discuss with students visual media ethics, the ways in which visual media reflect and shape the values of a society, and the appropriate uses of different visual media. Accomplished teachers are able to reflect upon a given medium's potential impact on society at large and facilitate their students' understandings of these issues.	70 - 71

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<i>Standard IX: Viewing and Visual Literacy</i>		
<b>Instruction</b>		
<p>Accomplished teachers teach students to use visual media to explain, persuade, and evaluate. Additionally, teachers model for students how to use visual media to share perspectives, opinions, and understandings. The students of accomplished teachers learn that communicating to an audience, whether live or virtual, requires an understanding of how the message will be received. For example, the teacher might ask students to develop a critical review of a book by creating a book advertisement using digital technology. The advertisement might be posted on a school <b>Web site</b> where students in other grades, regions, or countries could comment on the post.</p>	<p>Accomplished teachers teach students to use visual media to explain, persuade, and evaluate. Additionally, teachers model for students how to use visual media to share perspectives, opinions, and understandings. The students of accomplished teachers learn that communicating to an audience, whether live or virtual, requires an understanding of how the message will be received. For example, the teacher might ask students to develop a critical review of a book by creating a book advertisement using digital technology. The advertisement might be posted on a school <b>website</b> where students in other grades, regions, or countries could comment on the post.</p>	72

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<i>Standard IX: Viewing and Visual Literacy</i>		
<b>Instruction</b>		
<p>Accomplished teachers believe that assessment is a recursive process that affords teachers the opportunity to gain insight into students' needs. Literacy teachers engage in ongoing assessments of students' viewing skills, and they provide written and oral feedback to students aimed specifically at each student's level of development and degree of viewing skills and strategies. Teachers evaluate the extent to which their students are discriminating consumers and producers of visual communication by using all the language arts. For instance, teachers listen carefully as students discuss visual texts in pairs, small groups, or as a whole class. They have students write about visual texts, for example by writing captions for photographs, describing in a journal why they watch certain television shows, or writing a review of a film they have seen or a <b>Web site</b> they have visited. They have students produce visual texts, from early drawings and scribbles to illustrated reports or multimedia presentations. Teachers assess and reflect on both the processes students follow and the products they create, and then teachers alter their instruction accordingly. Teachers share rubrics for assessments with students and have students help create appropriate rubrics for projects as well. An important part of the evaluation of students in the area of viewing is helping them become self-evaluators, aware of their own developing visual literacy.</p>	<p>Accomplished teachers believe that assessment is a recursive process that affords teachers the opportunity to gain insight into students' needs. Literacy teachers engage in ongoing assessments of students' viewing skills, and they provide written and oral feedback to students aimed specifically at each student's level of development and degree of viewing skills and strategies. Teachers evaluate the extent to which their students are discriminating consumers and producers of visual communication by using all the language arts. For instance, teachers listen carefully as students discuss visual texts in pairs, small groups, or as a whole class. They have students write about visual texts, for example by writing captions for photographs, describing in a journal why they watch certain television shows, or writing a review of a film they have seen or a <b>website</b> they have visited. They have students produce visual texts, from early drawings and scribbles to illustrated reports or multimedia presentations. Teachers assess and reflect on both the processes students follow and the products they create, and then teachers alter their instruction accordingly. Teachers share rubrics for assessments with students and have students help create appropriate rubrics for projects as well. An important part of the evaluation of students in the area of viewing is helping them become self-evaluators, aware of their own developing visual literacy.</p>	72 - 73

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<i>Standard X: Literacy Across the Curriculum</i>		
<b>Understanding the Reciprocal Nature of Language Processes</b>		
<p>Accomplished teachers read texts aloud to students as one way of integrating the language arts processes. For example, when teachers point to a text as they read it aloud, younger students learn to match the spoken word to the written word; gain an understanding of directional concepts; and <b>use picture cues, auditory cues, and predictable patterns to gain meaning from text.</b> When teachers read aloud to older students, the teachers model fluency, tone, emphasis, and phrasing, demonstrating the ways in which the speaker's control of these elements can improve the listener's comprehension. Teachers also use readalouds to inspire writing and speaking. Teachers might share simple, well-written texts as models to encourage student writing and illustrating as well as a springboard for inviting students to respond orally. When students are listening to, reading, and discussing texts, accomplished teachers might analyze the ways in which authors use language in interesting and descriptive ways. For example, as they share poetry or nursery rhymes, literacy teachers help students listen for rhythm and rhyme and then support students as they experiment with these components in their own writing or speech.</p>	<p>Accomplished teachers read texts aloud to students as one way of integrating the language arts processes. For example, when teachers point to a text as they read it aloud, younger students learn to match the spoken word to the written word; gain an understanding of directional concepts; and <b>use symbols, sounds, and predictable patterns to gain meaning from text.</b> When teachers read aloud to older students, the teachers model fluency, tone, emphasis, and phrasing, demonstrating the ways in which the speaker's control of these elements can improve the listener's comprehension. Teachers also use readalouds to inspire writing and speaking. Teachers might share simple, well-written texts as models to encourage student writing and illustrating as well as a springboard for inviting students to respond orally. When students are listening to, reading, and discussing texts, accomplished teachers might analyze the ways in which authors use language in interesting and descriptive ways. For example, as they share poetry or nursery rhymes, literacy teachers help students listen for rhythm and rhyme and then support students as they experiment with these components in their own writing or speech.</p>	74 - 75

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<i>Standard X: Literacy Across the Curriculum</i>		
Understanding the Reciprocal Nature of Language Processes		
<p>When accomplished teachers plan assignments that integrate all the language arts, they often have the opportunity to engage their students in high-level critical thinking and creative connections. For example, creating a visual presentation may require students to conduct research using print and non-print texts; to write and organize notes; to create a formal presentation; to design layouts and captions for the information; and to orally or visually present the final result. When planning instruction that integrates the five language arts, literacy teachers differentiate based on the age levels, interests, and abilities of their diverse students, including general education students, students with exceptional needs, and <b>English language learners</b>, regardless of whether they are achieving at, below, or above grade level.</p>	<p>When accomplished teachers plan assignments that integrate all the language arts, they often have the opportunity to engage their students in high-level critical thinking and creative connections. For example, creating a visual presentation may require students to conduct research using print and non-print texts; to write and organize notes; to create a formal presentation; to design layouts and captions for the information; and to orally or visually present the final result. When planning instruction that integrates the five language arts, literacy teachers differentiate based on the age levels, interests, and abilities of their diverse students, including general education students, students with exceptional needs, and <b>language learners</b>, regardless of whether they are achieving at, below, or above grade level.</p>	75
<i>Standard XIII: Professional Responsibility</i>		
Improving Instruction in Their Own Classrooms		
<p>Accomplished teachers professionally seek knowledge about a wide variety of learners, such as <b>English language learners</b>, students with exceptionalities, and students from diverse cultures and socioeconomic backgrounds—including populations not currently being served in their classroom or school. These teachers know numerous ways to differentiate instruction to meet all students’ needs. By continuing to learn from research, reflection, and collaboration with parents and colleagues, accomplished teachers become change agents for improving their own approaches to instruction.</p>	<p>Accomplished teachers professionally seek knowledge about a wide variety of learners, such as <b>language learners</b>, students with exceptionalities, and students from diverse cultures and socioeconomic backgrounds—including populations not currently being served in their classroom or school. These teachers know numerous ways to differentiate instruction to meet all students’ needs. By continuing to learn from research, reflection, and collaboration with parents and colleagues, accomplished teachers become change agents for improving their own approaches to instruction.</p>	85 - 86