**Quality Indicator 5: Literacy Project for Content Literacy**

**Quality Indicator 5.** The pre-service teacher uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

**Performance Indicators**: The pre-service teacher

 **1.2.5.1** selects alternative strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs

**1.2.5.2** engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.

 **Performance Indicator 1.2.5.1.** As a pre-service teacher, I have learned that students need a variety of methods to promote their learning and as their teacher, it is important that I provide alternative strategies, materials, and technology to meet their needs. As the school populations become more diverse, it is essential that the students have a variety of information and tools at their disposal. During the creation of my literacy project, I took into account these different methods. I wanted to provide students with different texts and sources for information. Within the literacy project, I found various ways to provide these sources.

 Starting with the Alternative Text Set, I put together a series of materials that focuses on the Civil War and Abraham Lincoln. These materials were from different perspectives including non-white, and women. I also included magazines, newspapers, novels, children’s picture books, non-fiction, poetry, songs, websites, and visual representations. I designed the Alternative Text Set in this way to reach all different types of learning styles. I also designed it this way so that I could show students how to pull information from a variety of different sources.

 I also included Word Sorts and Vocabulary Self-Awareness Charts. The purpose of using vocabulary assessment is to help determine a student’s word knowledge. In today’s schools, the demand on vocabulary has increased from past years. Students are required to know more and more with the same amount of instruction as in the past. So as a pre-service teacher, it is essential to provide students certain methods for increasing their vocabulary and such their language skills. A word sort would be given to a student to prepare them for the text that is to be read. A vocabulary self-awareness chart is designed to track a students understanding of the vocabulary being learned. The student can monitor the progress as it is completed. Both of these tools are essential in teaching students vocabulary.

 **Performance Indicator 1.2.5.2.** As a pre-service teacher I included artifacts within my literacy project that engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities. The QAR and Constructed Response were included to demonstrate how to pull specific information from the text. By asking specific questions, this gives the students practice in answering implicit questions and deeper critical thinking questions. With the QAR, I model the questions for the students and then demonstrate how the question should be answered. The Constructed Response was designed to ask specific questions without modeling. This is given at the end of a unit to assess the student’s knowledge.

 Note taking strategies are an important tool for expanding and promoting a student’s understanding of certain concepts and the relationship of those concepts. Shanahan (1982) states that advance graphic organizers should always be used as a prereading strategy, but has also been found to be more effective during and after reading as well. Graphic organizers have also been shown to assist students with learning disabilities. Information can be scaffolded to assist students in constructing written products.

 The Modeled Writing and Shared Reading are the final artifacts within my literacy project. Students have to be shown how to write and taught how they should read. By modeling writing, I am showing students how to take information they have read and put it into information they can use. This is not a note taking strategy, but a tool designed to help students think about what they have read and what they want to say about what they have read. Shared reading is designed to teach students to think while reading. By modeling questioning during the text, students learn how to do more than just read. They can determine the author’s purpose and infer on their own what information they are wanting from the text.

 After the conclusion of this course, I have learned that it is essential for a pre-service to have a variety of methods and tools to teach students how to become better readers and better students. My literacy project meets all of those requirements and is an invaluable tool that I will use in the future as a teacher.