

## LIST 4343: Content Area Reading and Writing

Fall 2016 – Subject to Change with Notice

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### Catalog Description

#### LIST 4343: Content Area Reading and Writing (3-0)

Explores methods of teaching reading, writing, and study skills across the curriculum in grades 4 – 12. Emphasis on text structure and the differences between narrative and expository text, graphic organizers for text structure, and the reading/writing process as applied to informational text. Classroom adaptations for culturally and linguistically diverse populations in the content areas will also be addressed. There are no prerequisites for this class.

### Required Textbook, Materials, and Resources (there is no required textbook to purchase)

- ★ Readings and other materials posted to Blackboard, as well as readings you will self-select
- ★ Texas Essential Knowledge and Skills – TEKS.  
[http://www.tea.state.tx.us/index2.aspx?id=6148&menu\\_id=720&menu\\_id2=785](http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785)
- ★ TK20 - a comprehensive data management system adopted by the College of Education and Health Professions. The Lesson Plan Assignment MUST be put into TK20. On-line tutorials and training materials have been organized to orient you to the TK20 system and its use. The direct link to the COEHP TK20 informational website is  
<http://www.uta.edu/coehp/tk20>

### Course Assignments

- ★ Literacy Life Histories (50 points – see rubric in Blackboard) (PPR Standards 1, 2, 4)
- ★ Strategies Presentation (50 points – see rubric in Blackboard) (PPR Standards 1, 2, 3, 4, 5, 6)
- ★ Strategies Toolkit/Interactive Notebook (50 points) (PPR Standards 1, 2, 3, 4, 5, 6)
- ★ Textbook Evaluation Assignment (100-points, see rubric in Blackboard) (PPR Standard 1, 3)
- ★ Book Trailer (100 points, see rubric in Blackboard) (PPR Standard 1, 3, 5)
- ★ Lesson Plan (100 points, see rubric in Blackboard). MUST BE submitted to TK20. (PPR Standard 1, 2, 3, 4, 5, 6)
- ★ Twitter PLN assignment (50 points) (PPR Standard 6)
- ★ Weekly Activities and Discussion Responses (100 points) (PPR Standards 1, 2, 3, 4, 5, 6)

### Grading Scale

A = 541 - 600 points  
 C = 421 - 480 points

B = 481 - 540 points  
 D = 420 – 380 points

### Tentative Course Schedule

\*Syllabus and calendar are subject to change per the instructor's discretion. Please refer back to this schedule to ensure you are clear about assignments. This schedule may change as we move through the course! Be sure you keep up with any changes.

**TENTATIVE TOPIC SCHEDULE:**

\*All assignments are due prior to class on the date indicated unless otherwise specified.

Topic & Required Readings ( <i>always be prepared for a quiz or other assessment</i> )		Assignments Due
<b>Monday Aug 29</b>	<b>Face-to-Face</b> Introductions, Syllabus, What is Literacy? (PPR Standard 1, 2 & 6)	
<b>Monday Sept 12</b>	<b>Face-to-Face</b> Teaching in the 21 <sup>st</sup> Century – assigned readings and materials in BB (PPR Standards 1, 2, 4)	★ Literacy History – bring hard copy of draft to class (see p. 12 of textbook)
<b>Monday Sept 19</b>	<b>Face-to-Face</b> Language, Diversity, & Culture - read assigned chapter and materials in BB (PPR Standard 2 & 4)	
<b>Monday Sept 26</b>	<b>Team Day</b> Work on textbook evaluation with your partner	
<b>Monday Oct 3</b>	<b>Face-to-Face</b> Multiple Literacies - read assigned chapter and materials in BB (PPR Standard 3)	★ Textbook Evaluation
<b>Monday Oct 10</b>	<b>Team Day</b> Work on Book Trailers with your partner	
<b>Monday Oct 17</b>	<b>Face-to-Face</b> Creating a Favorable Learning Environment - read assigned chapter and materials in BB (PPR Standard 3)	★ Film Festival in class - Book Trailers are due
<b>Monday Oct 24</b>	<b>Face-to-Face</b> Preparing to Read - read assigned chapter and materials in BB (PPR Standard 5)  Developing Vocabulary and Conceptual Connections - read assigned chapter and materials in BB (PPR Standards 1 & 2)	

<b>Monday Oct 31</b>	<b>Team Day</b> Work on Strategy Presentations with your partner	
<b>Monday Nov 7</b>	<b>Face-to-Face</b> The Arts as Ways to Represent Thinking - read assigned chapter and materials in BB (PPR Standard 3)	★ Strategy Presentations
<b>Monday Nov 14</b>	<b>Face-to-Face</b> Using Technology in the Content Areas - read assigned chapter and materials (PPR Standard 1)	
<b>Monday Nov 21</b>	<b>Team Day</b> Work with partner on lesson plan (PPR Standards 1,2,3,4,5,& 6)	
<b>Monday Nov 28</b>	<b>Face-to-Face</b> Assessment, Evaluation, and Reporting - read assigned chapter and materials in BB (PPR Standard 5)	★ Lesson Plans due online 11:55 PM
<b>Monday Dec 5</b>	<b>Last Day of Class</b> <i>Wrapping it up!</i>	★ Lesson plan presentations ★ Twitter PLN report due (PPR Standard 6) ★ Strategy Notebooks due (PPR Standards 1,2,3,4,5 & 6)
<b>Monday Dec 12</b>	<b>Finals Week</b>	

## POLICIES

## Time Expectations

A general rule of thumb for University-level work is that for every credit hour earned, a student should spend about 2-3 hours a week working outside of class on reading, writing, and assignments. Therefore, you should expect to spend between 6 – 9 hours per week working outside of class on this course.

## Blackboard

To be successful in this course, you must access the course Blackboard site. You will find handouts and other course material, you will participate in online discussions, and you will submit some assignments there. Log in using your NetID and password. If you are unable to connect, contact the Helpdesk as soon as possible.

## Library

If you need help with any library concerns related to education, you can contact the education library liaison Andy Herzog, at 817-272-7517 or [amherzog@uta.edu](mailto:amherzog@uta.edu). The UTA has many resources that will help you in this class and in your studies in general. I encourage you to take advantage of them.

## Evaluation

Specific guidelines and evaluation rubrics for assignments will be given with assignment instructions. Please refer to the class schedule for specific due dates. No make-up work, extra credit, or alternate assignments will be accepted except as stated in the syllabus.

## Due Dates

For full credit, submit all assignments by the due date posted. *With prior arrangements*, assignments that are one day late will receive a 10% deduction. Assignments that are two days late will receive a 25% deduction. Assignments that are two or more days late will not be evaluated, and will receive the grade of 0. Reading Guides are due on the date stated and will not be graded if they are late. There are no exceptions.

## Technology

I love technology when it is used in thoughtful and meaningful ways. You may use computers, tablets, or smartphones in class **as long as they are helping you be more productive in course content** (taking notes, refreshing your memory on readings, looking up relevant information, etc.). We will not waste class time playing games, checking email, Facebook, or similar things. Please put headphones away when you come into the classroom.

## Attendance

I do not take daily attendance, and allow students to attend class at their own discretion, since there are things that come up – performances, events, illnesses, emergencies. However, because of the amount of work that is completed in class, and the significance of this course on your success with certification exams, I highly recommend that you are present and on time for all class sessions. **You are responsible for any work you miss due to an absence.** If you need to miss class, you should let me know with an email, and let a classmate know to pass along notes

and other information to you. There are activities we will do during class that cannot be made up, and you will not earn any activity or discussion points for days you are not present in class.

### Dispositions

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly qualified educator. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies. These dispositions include:

- Demonstrates excellence
- Participates in a learner-centered environment and shows respect for self and others
- Research-based pedagogy
- Participates in on-going collaboration with peers and professionals
- Exhibits stewardship of diversity
- Advocates appropriate use of technology
- Shows interest in the learner and the learning process

### Academic Integrity

All students enrolled in this course are expected to adhere to the Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2.

Suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

### Adds and Drops

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the university may be required as a result of dropping

classes or withdrawing. For more information contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/faq>)

#### Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, and graduation. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation.

#### Student Support Services

UT-Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

#### Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

#### Student Feedback Survey

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT-Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by

state law; students are strongly urged to participate. The results of student feedback surveys have a great impact on your professor's continued employment, tenure, and promotion, and should be completed carefully and taken seriously. For more information, visit <http://www.uta.edu/sfs>

#### Final Review Week

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate

#### Title IX

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).*

#### Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).

#### TK20 Requirement

The College of Education and Health Professions has adopted TK20, a comprehensive data management system that provides powerful tools to manage growth and streamline our processes. You will need to subscribe to the program for a one-time only, nonrefundable cost of \$100. You may purchase your subscription online from a link provided on the system's web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Jeanne Gerlach and visit <http://www.uta.edu/coehp/tk20> for more information.

#### Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which will be pointed out during our

first class meeting. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

#### Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.

Campus Carry - Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

#### University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

#### College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

#### College of Education Conceptual Framework

The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and

behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
  - **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
  - **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
  - **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

#### Alignments to Standards for Educators

Learning Outcomes	Assignments/ Assessments	National Standards	TeXes Standards
<b>Content Knowledge</b>  Understands reading as a process in which readers actively participate in constructing meaning. Identifies the different types of text structure and discusses the relationship of awareness of text structure and comprehension. Recognizes how the demands of literacy differ across genre or organizational style of writing such as narrative prose and expository	Notebook Entries TEKS activity Textbook Evaluation Book Trailers Final Lesson plan Literacy History	IRA 1.4 TESOL 1b NCTE 3.3 3.4 3.6	ESL 001 English Language Arts/Reading, Grades 4 – 8 003 009 English Language Arts/Reading, Grades 8 12 002, 004, 005, 008, 009, 011
<b>Pedagogical Knowledge and Skills-Instruction</b>  Uses instructional grouping options (individual, small group, whole class, and computer based) as appropriate for accomplishing given purposes. Uses a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and	Literacy Strategy Presentations Lesson Plan Textbook Evaluation Notebooks Entries PLN assignment	IRA 2.1, 2.2, 2.3, 3.1, 4.1, 4.2, 4.3, 4.4 TESOL 3a, 3b, 3c, 4b, 4c NMSA 4, 5 NCTE 3.4 NCTE 4.1 – 4.10 ACTFL 4, 5 NCTM 6, 7, 8	ESL 003, 004, 006, 007 French 029, 039 German 029, 039 Spanish 031, 041 Math, Grades 48, 016 – 019 Math, Grades 812, 019 021 English Language

<p>linguistic backgrounds.</p> <p>Uses strategies to help learners plan, organize, understand, and integrate content from various disciplines, and modifies and adapts content area curricula and instructional methods to facilitate student learning.</p> <p>Is aware of factors (e.g., cultural background, previous learning experiences, student placement practices) that may affect learning in the content areas and knows how to apply general strategies for providing content area instruction (e.g., linking new knowledge and skills to old, making connections among disciplines).</p> <p>Fosters content area knowledge and skills among learners and makes curriculum modifications and adaptations to enhance higher order thinking and creativity.</p> <p>Uses a variety of instructional strategies and roles to facilitate learning and to help students become independent thinkers and problem solvers who use higher order thinking in the classroom and the real world.</p> <p>Enhances learners' independence by guiding them to apply strategies for assessing and expanding their language skills.</p> <p>Encourages learners to use self-monitoring and self-correcting techniques and helps them develop a variety of strategies for negotiating meaning and accessing needed information (e.g., by asking questions, using reference materials).</p> <p>Encourages learners to use a variety of strategies to construct meanings and monitor their own comprehension.</p> <p>Supports content literacy taught as a process in the content classroom rather than a set of skills in a separate class.</p> <p>Describes how literacy instruction is influenced by the context in which lessons are taught.</p> <p>Cites how the demands of literacy differ across subject areas and what critical literacy/thinking skills are needed across subject areas.</p> <p>Utilizes instructional techniques and materials, which can motivate student reading in the content areas.</p> <p>Understands the importance of writing to learn in content area subjects and plans various content writing strategies appropriate for specific content areas.</p> <p>Discusses various types of questioning taxonomies, develops questions at various cognitive levels for content instruction, and devises instructional plans which will move students toward "higher level" questions.</p> <p>Compares and contrasts different types of discussion techniques, i.e., guided vs. reflective discussions, demonstrates how you can create an environment for discussion in your classroom, plans strategies for</p>	<p>Lesson Plans</p> <p>Strategy</p> <p>Presentations</p> <p>Notebooks</p> <p>Book Trailers</p> <p>in-class activities</p>	<p>NSTA 4, 5, 6, 7, 8</p> <p>NCSS 2.1 2.5</p>	<p>Arts/Reading</p> <p>Grades 48,</p> <p>003 –</p> <p>009</p> <p>English Language</p> <p>Arts/Reading</p> <p>Grades 812</p> <p>002,</p> <p>004, 005, 008, 009,</p> <p>011</p> <p>Science, Grades 4</p> <p>– 8, 021 – 023</p> <p>Life Science, 019 020</p> <p>Physical Science,</p> <p>021022</p> <p>Science, Grades 8 1</p> <p>2, 046 – 047</p> <p>Social Studies,</p> <p>Grades 4 – 8, 006 –</p> <p>007</p> <p>History 016 – 019</p> <p>Social Studies,</p> <p>Grades 8 12,</p> <p>020 –</p> <p>023</p> <p>Art 015, 017022</p> <p>Journalism 003,</p> <p>005, 014, 015</p> <p>Music 001, 011,</p> <p>012</p> <p>P.E. 010013</p> <p>Speech 003, 004,</p> <p>012</p> <p>Theater Arts 012,</p> <p>014, 015, 016</p> <p>All Level, Mid Level,</p> <p>Secondary PPR</p> <p>003, 007, 008, 009</p>
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<p>discussion which seem most appropriate for specific content areas.</p> <p>Understands methods for teaching, monitoring, and assessing reading comprehension in the content areas.</p> <p>Identifies the difficulties of technical and content specific vocabulary in the reading process and develops strategies for teaching vocabulary in contextually related and relevant ways.</p> <p>Identifies note-taking and study and organizational strategies and develops instructional plans to teach these to students.</p> <p>Uses knowledge of study strategies to facilitate learners' success.</p> <p><b>Pedagogical Knowledge &amp; Skills— Assessment</b></p> <p>Uses a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.</p> <p>Uses informal and formal assessment methods to evaluate content area learning, monitor instructional effectiveness, and shape instruction.</p> <p>Cites how reading attitudes and interests impact desire to read, what factors shape reading attitudes and interests, and applies techniques for assessing individual reading interests and attitudes.</p> <p>Understands methods for teaching, monitoring, and assessing reading comprehension in the content areas.</p> <p>Identifies appropriate strategies and activities for meeting the needs of special populations in content area reading/writing instruction, including strategies, approaches, activities, and materials.</p> <p>Recognizes the range of reading ability among students and the critical need for literacy in the content areas.</p> <p>Understands how background knowledge influences comprehension, cites specific strategies which are useful for building background knowledge, and identifies methods for assessing students' background knowledge.</p> <p><b>Pedagogical Knowledge &amp; Skills— Curriculum Materials</b></p> <p>Uses a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.</p> <p>Uses students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.</p> <p>Uses a large supply of books, technology-based information, and non-print materials representing</p>			
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multiple levels, broad interests, and cultural, and linguistic backgrounds. Interacts with a wide variety of sources and fosters learners' interaction with those sources, including visual and technological displays. Understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning. Uses a variety of instructional materials and resources (including human and technological resources) to support individual and group learning. Demonstrates how to critically evaluate a textbook for factors which impact readability, usability, and interest ability and devises methods for helping students deal with textbooks.			
<b>Dispositions</b> Displays positive dispositions related to reading and the teaching of reading. Motivates learners to be lifelong learners.	Final Lesson Plan Notebooks PLN activity Literacy History	IRA 5.1 TESOL 5c	ESL 010