College of Education Undergraduate Course Change Proposal
Signature Page

Course Title: Reading the Language of Mathematics
Course Prefix and Number: MAE 4551 Type of Change: SUBSTANTIVE
Name of Faculty Sponsor: Rick Austin Telephone:
Email: austin@usf.edu

APPROVALS
List appropriate Department Chair, Committee Chair, Faculty Council Chair and Associate Dean
Approving:

Dr. Stephen Thornton
Department Chair
Signature: ___________________________ Date: 1/28/10

Rick Austin
Name of UPC Chair
Signature: ___________________________ Date: 

Bill Young
College Council Chair
Signature: ___________________________ Date: 

Michael Stewart, Ph.D.
Name of Associate Dean
Signature: ___________________________ Date: 

CONCURRENCE
List other units and department of the University that have been consulted, comments and
supporting remarks:

UNIT
CHOOSE ONE: CONCURRENCE, NON-CONCURRENCE or DEFER RECOMMENDATION

Name/Title
Signature
Date

UNIT
CHOOSE ONE: CONCURRENCE, NON-CONCURRENCE or DEFER RECOMMENDATION

Name/Title
Signature
Date

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UNIT
CHOOSE ONE: CONCURRENCE, NON-CONCURRENCE or DEFER RECOMMENDATION

Name/Title
Signature
Date

COUNCIL/DEAN APPROVALS
Recommendation of Undergraduate Council: Approved: _____ Disapproved: _____
Signature of Undergraduate Council Chair: ___________________________ Date: 
Action by the Undergraduate School Dean: Approved: _____ Disapproved: _____
Signature of Undergraduate Dean: ___________________________ Date: 
Effective Date (Term): ___________________________
College of Education
UNDERGRADUATE COURSE CHANGE PROPOSAL

PLEASE INDICATE THE TYPE OF CHANGE YOU ARE REQUESTING TO MAKE:

SUBSTANTIVE: Change in course syllabus

NON-SUBSTANTIVE: 

1. DEPARTMENT AND CONTACT INFORMATION

   Department: Secondary Education  
   College: Education

   Budget account number: 172400 Secondary Education

   Faculty Contact Name: Rick Austin  
   Phone: 

   E-mail: austin@usf.edu

2. CURRENT COURSE INFORMATION

   Prefix: MAE  Number: 4551

   Full Course Title: Reading the Language of Mathematics

   Abbreviated Course Title: (not to exceed 30 characters)
   Read Language Math

   The course title is variable?  
   Yes  No

   Is a permit required for registration?  
   Yes  No

   Are the credit hours variable?  
   Yes  No

   Credit hours (list max if variable): 3  
   Total Clock Hours: 45

   Section Type: Class Lecture (Primarily)  
   Grading option: Regular

   Prerequisites
   Admission to the Mathematics Education Program

   Corequisites

   Co-Prerequisites
Course Description (not to exceed 255 characters including spaces)

This course provides prospective secondary mathematics teachers the opportunity to develop concepts, skills and instructional procedures for effective communication (reading, writing, listening and speaking) into the mathematics curriculum. The National

Please indicate in the description if the course:
* is restricted to majors or non-majors
* is repeatable for credit and, if so, for how many total credits

3. New Course Information (leave unchanged fields blank):

New Prefix:  
New Number:  

New Full Course Title:

New Abbreviated Course Title: (not to exceed 30 characters)

The course title is variable?  ○Yes  ○No
Is a permit required for registration?  ○Yes  ○No
Are the credit hours variable?  ○Yes  ○No

New Credit hours (list max if variable):  
New Total Clock Hours:  

New Section Type:  
New Grading option:  

New Prerequisites

MAE 4330 and MAE 4653 or CI

New Corequisites

New Co-Prerequisites
New Course Description (not to exceed 255 characters including spaces)

This course provides an opportunity to develop concepts, skills and procedures for effective communication (reading, writing, listening and speaking) into the mathematics curriculum. The State of Florida DOE requires preparation in reading skills.

Please indicate in the description if the course:
* is restricted to majors or nonmajors
* is repeatable for credit and, if so, for how many total credits

4. JUSTIFICATION:

a. Nature of change(s): Be specific. (Indicate the nature of all changes, i.e., change of objectives, course level, etc. State the reasons why the change is necessary and how it will improve the course or program.) A structural analysis of the course should be included. Indicate where this course is in relation to other courses in the program. How will the change impact the enrollment of the course? Does this change affect accreditation or certification?

The course prerequisites were changed. This class will now build on content and experiences from the other courses in mathematics education program. This will be the last of the five pre-internship classes that mathematics education majors will take.

The course description was shortened to fit new guidelines.

The objectives dealing directly with assessment have been removed because that content will have been developed in earlier classes.

There should be no impact on student enrollment or on accreditation or certification.

(Items “4.b.” – “4.f.” are ONLY for Substantive Course Changes)

b. Indicate how this course will strengthen the Undergraduate Program.

This change will help insure that students have the needed pedagogical content before enrolling in this class. In addition some topics that were potentially covered in multiple courses have been restructured.
c. What specific area of knowledge is covered by this change that is not covered by courses currently listed?

This is the course where the state mandated reading competencies are included. There is a focus on literacy applied to the teaching and learning of mathematics that is not found in any of the other courses. This is particularly in the study of mathematics proof.

d. What is the need or demand for this course? (Here you must indicate if this course is part of a required sequence in the major.) What other programs would use this course?

This is a required course for all secondary mathematics education majors. It is the final course from the mathematics education program before the students do their final internship experience in the schools.

Probably no other program would use this particular course.

e. What qualifications and/or experience are necessary to teach this course?

At least a masters degree and 18 graduate hours in mathematics education. Prior teaching in schools and a PhD degree in mathematics education are preferred.

f. What will be the effect of this change on the program and on the students? Do you plan to drop a course of this change is made?

No course will be dropped. The change to students will be that they must complete all of the other courses in mathematics education prior to enrolling in this course.
5. **OTHER COURSE INFORMATION** – Required for submission to the Statewide Course Numbering System. *(You must complete this section with the requested items. “n/a” or “unchanged,” etc. is not acceptable)* If this section is not filled out, the course change will NOT be made!

   a. **Course Objectives/Student Learning Outcomes**

   As a competent mathematics intern teacher you must accept the challenge to effectively teach all students assigned to your classes. As a result of your active participation in this class you will be able to:

   1. Explain how a school’s mathematics curriculum plan fits the overall view of curriculum and how it aligns with national, state and local standards;
   2. Plan for teaching a mathematics course on a long range (year), medium range (unit), and short range (lesson) basis.
   3. Assess student progress and assign grades to students in a fair manner;
   4. Identify and implement effective instructional strategies that are appropriate for a given task;
   5. Incorporate problem solving;
   6. Work with students of various mathematical abilities, increasing their skills and improving their attitudes towards mathematics and its usefulness in daily life;

   b. **Major Course Topics**

   - Foundational Aspects of Reading
   - Technical Aspects of Mathematical Language
   - Techniques for Vocabulary Development
   - Readability of Textbooks
   - Integrating Literature and Trade Books into the Mathematics Curriculum
   - Issues relating to Writing in Mathematics
   - Issues relating to Assessment

   c. **Course Textbooks**

   A current text that ties Literacy to Mathematics Teaching and Learning. One example is

   Other Readings may be assigned

6. **Gordon Rule/General Education**

   This course is certified for:

   Neither Gordon Rule nor General Education

7. **Syllabus** – If this is a substantive course change you MUST attach a copy of the syllabus.
1. **Course Prefix and Number**: MAE 4551

2. **Course Title**: Reading the Language of Mathematics

3. **Regular Instructor(s)**:  
   Dr. Denisse Thompson  
   Dr. Helen Gerretson  
   Dr. Rick Austin  
   Dr. Gladis Kersaint  
   Dr. Eugenia Vomvoridi-Ivanovic

4. **Course Prerequisites (if any)**: MAE 4330 and MAE 4653 or CI

5. **Course Description**:  
   This course provides an opportunity to develop concepts, skills and procedures for effective communication (reading, writing, listening and speaking) into the mathematics curriculum. The State of Florida DOE requires preparation in reading skills.

6. **Course Goals and Objectives**:  
   1. Knowledge of the relationship of language development, reading, and information processing on the teaching and learning of middle and high school mathematics.
   2. Knowledge of the characteristics of the language of mathematics and the major problems students encounter with the language.
   3. Knowledge and application of instructional design and procedures for helping students improve their skills in reading mathematics.
   4. Knowledge and application of techniques for aiding the development of mathematical vocabulary.
   5. Knowledge and application of techniques for determining the readability of mathematics textbooks.
   6. Knowledge and application of problem-solving processes and instructional procedures to aid in the solution of verbal mathematical problems.
   7. Knowledge of the issues involved in integrating writing into the mathematics classroom. Knowledge and application of instructional design and procedures for helping students improve their skills in writing mathematics.
   8. Knowledge and application of techniques used in assessing and evaluating open ended assignments.

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9. Knowledge of ways to ask open-ended questions, including modifying standard questions and incorporating technology.

10. Knowledge of issues and strategies related to students being able to read and write mathematics proofs.

7. **Content Outline:**

   Foundational Aspects of Reading  
   Technical Aspects of Mathematical Language  
   Techniques for Vocabulary Development  
   Readability of Textbooks  
   Integrating Literature and Trade Books into the Mathematics Curriculum  
   Issues relating to Writing in Mathematics  
   Issues relating to Assessment  
   Issues relating to Solving Word Problems  
   Issues related to Proofs

8. **Evaluation of Student Outcomes:**

   All students will create a yearlong plan on ways to incorporate literacy (reading, writing, speaking, listening) into the classroom, including the creation of assessments that incorporate literacy. *(AP #1, 4, 10)*

   Additional assignments may include, but are not limited to:  
   Reading assignment  
   Additional word problem assignments  
   Curriculum evaluation assignment  
   Literature assignment  
   Final Examination

   **Note:** Reading Endorsement Competencies 1 and 2 will be integrated into the course as appropriate and attached to student syllabi. See Attachment III.

9. **Grading Criteria:**

   Given as a percent of final grade:

   Development of communication aspect of a unit plan (vocabulary, reading strategies, word problems, and assessment) *(AP 1, 4, 10)* 50%

   This is a core assignment, and passing scores must be entered in the Chalk and Wire system in order to receive a passing grade in the course.

   Additional Assignments 50%

   The university’s approved plus/minus system of grades will be used.

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10. **Textbook(s) and Readings:**

A current text that ties Literacy to Mathematics Teaching and Learning. One example is

Other Readings may be assigned

11 (a) **ADA Statement:** Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

11(b). **USF Policy on Religious Observances:**

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

11(c). **A Reminder:**

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

11. **Please complete Attachment I (for College of Education files).**

Complete Attachment I, including the matrix by listing the (1) course objectives, (2) related topics, (3) evidence of achievement (including performance-based assessments, as appropriate) to be used to ensure that students have acquired the objectives, and identify the correlated Accomplished Practices (Attachment II), if applicable.

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COLLEGE OF EDUCATION
DEPARTMENTAL COURSE SYLLABUS

ATTACHMENT I

Please respond to each of the following questions and complete the attached Matrix:

1. **Rationale for Setting Goals and Objectives:** What sources of information (e.g., research, best practices) support the formulation and selection of course goals and objectives.

   This course was formerly required for state certification as a reading in the content area. When that requirement was dropped the course was retained as it provided needed information about learning to read mathematics content and special vocabulary concerns that mathematics teachers face in classrooms. An important focus is on solving mathematical problems. In addition there is a focus on the need for proving mathematics in an acceptable way. The State of Florida mandated basic reading competencies are addressed in the course.

2. List the specific competencies addressed from the relevant national guidelines.

   NCTM 1.2 “the communication of mathematical ideas in written and oral form using the language and symbolism of mathematics”
   2.1 “the identification and modeling of the various strategies used in problem solving in the senior high.”
   2.5.1 “clear communication of mathematics concepts”
   2.7 “methods of assessment of student understanding for the purpose of instructional feedback, general mathematics achievement, and program evaluation.”

   Florida Reading Endorsement Alignment Matrix for Competencies 1 and 2

3. Are there field-based experiences in this course? If so, please briefly indicate nature and duration.

   No

4. Is technology used in this course? If so, please briefly indicate type of technology and how it is used to manage, evaluate and improve instruction. Are students provided opportunities to access and/or demonstrate use of technology in instruction in this course? If so, please briefly describe

   Used as appropriate for content discussed, but not a focus of this course.

5. List the specific competencies addressed from the Florida Adopted Subject Area Competencies, if applicable.

   Not applicable

6. Are there any components of the course designed to prepare teacher candidates to help K-12 students achieve the Sunshine State Standards? Is so, please identify.

   The entire goal of the course is to help teachers more effectively communicate the mathematics concepts and skills that their students need to achieve the secondary math. Next Generation Sunshine State Standards.

(Continued)
DEPARTMENTAL COURSE SYLLABUS
Attachment I (cont'd)

MATRIX

(For College of Education files only)

7. Complete the following matrix showing the association among (1) course objectives (item #6 of syllabus), (2) related topics, (3) evidence of achievement of objectives (including performance-based assessments, as appropriate), and (4) Accomplished Practices (Undergraduate and Plan II Master's Programs).

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Topics</th>
<th>Evidence of Achievement</th>
<th>Predominant Accomplished Practices*</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Note: Objectives should be numbered 1.0, 2.0, 3.0, etc.)</td>
<td>What topics are used to fulfill each objective?</td>
<td></td>
<td>(For Undergraduate and Plan II Masters Courses Only)</td>
</tr>
<tr>
<td>1.0 Knowledge of the relationship of language development, reading, and information processing on the teaching and learning of middle and high school mathematics</td>
<td>1.1 Technical Aspects of Mathematical Language</td>
<td>Classroom Discussions</td>
<td>#2 Communication</td>
</tr>
<tr>
<td>2.0 Knowledge of the characteristics of the language of mathematics and the major problems students encounter with the language.</td>
<td>2.1 Technical Aspects of Mathematical Language</td>
<td>Classroom Discussions</td>
<td>#2 Communication</td>
</tr>
<tr>
<td>3.0 Knowledge and application of instructional design and procedures for helping students improve their skills in reading mathematics</td>
<td>3.1 Technical Aspects of Mathematical Language</td>
<td>Yearlong Plan Assignment</td>
<td>#2 Communication</td>
</tr>
</tbody>
</table>

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| 4.0 | Knowledge and application of techniques for aiding the development of mathematical vocabulary. | 4.1 | Techniques for Vocabulary Development | Classroom Discussions | #2 Communication |
| 5.0 | Knowledge and application of techniques for determining the readability of mathematics textbooks. | 5.1 | Readability of Textbooks | Classroom Exercises / Activity | #2 Communication |
| 6.0 | Knowledge and application of problem solving processes and instructional procedures to aid in the solution of verbal mathematics problems. | 6.1 | Problem - solving | Yearlong Plan Assignment | #2 Communication | #10 Planning |
| 7.0 | Knowledge of the issues involved in integrating writing into the classroom. Knowledge and application of instructional design and procedures for helping students improve their skills in writing mathematics | 7.1 | Issues related to Writing in Mathematics | Yearlong Plan Assignment | #10 Planning |
| 8.0 | Knowledge and application of techniques used in assessing and evaluating open ended assignments. | 8.1 | Issues related to assessment | Classroom Discussions / Activities | #4 Critical Thinking | #1 Assessment |
| 9.0 | Knowledge of ways to ask open-ended questions, including modifying standard questions and incorporating technology. | 9.1 | Issues related to assessment | Classroom Discussions / Activities | #2 Communication | #1 Assessment |

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<table>
<thead>
<tr>
<th>0.0</th>
<th>Knowledge about issues and strategies related to students being able to read and write mathematics proofs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1</td>
<td>Issues related to Proofs</td>
</tr>
<tr>
<td>#2</td>
<td>Communication</td>
</tr>
<tr>
<td>#4</td>
<td>Critical Thinking</td>
</tr>
</tbody>
</table>

**Note:** Examples of Indicators for the Accomplished Practices can be found in J:\Proposals Course-Program\Faculty Resource Packet for Accomplished Practices.
ATTACHMENT II

Departmental Course Syllabus

Preprofessional Benchmarks for the Accomplished Practices

Practice #1 -- Assessment: The preprofessional teacher collects and uses data gathered from a variety of sources. These sources will include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students instructional plan with their cognitive, social, linguistic, cultural, emotional, and physical needs.

Practice #2 -- Communication: The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

Practice #3 -- Continuous Improvement: The preprofessional teacher realizes that she/he is in the initial stages of a life-long learning process and that self reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increase as time passes. The teacher’s continued professional improvement is characterized by self reflection, work with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

Practice #4 -- Critical Thinking: The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively.

Practice #5 -- Diversity: The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

Practice #6 -- Ethics: The preprofessional teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Practice #7 -- Human Development and Learning: Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

Practice #8 -- Knowledge of Subject Matter: The preprofessional teacher has a basic understanding of the subject matter and is beginning to understand that the subject is linked to other disciplines and can be applied to real world integrated settings. The teacher’s repertoire of teaching skills include a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

Practice #9 -- Learning Environments: The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and is working to increase knowledge and skills.

Practice #10 -- Planning: The preprofessional teacher recognizes the importance of setting high
expectations for all students. The preprofessional teacher works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources including feedback, interprets the information, and modifies her/his plans appropriately. Planned instruction will incorporate a creative environment and utilize varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

**Practice #11 -- Role of the Teacher:** The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

**Practice #12 -- Technology:** The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.
Attachment III

Florida Reading Endorsement Alignment Matrix

Competency 1

The * designates which of the reading endorsement competencies are specific to the competencies for English to Speakers of Languages (ESOL). The R designates which of the reading endorsement competencies are specific to the competencies for Reading Certification. The E designates which of the reading endorsement competencies are specific to those for Exceptional Student Education (ESE).

**Text Rule:**
Understanding reading as a process of student engagement in both fluent decoding of words and construction of meaning.

**Competency 1: Foundations in Language & Cognition**
Has substantive knowledge of language structure and function and cognition for each of the five major components of the reading process.

<table>
<thead>
<tr>
<th>Indicator code</th>
<th>Specific Indicator</th>
</tr>
</thead>
</table>
| 1.A.1 | **Specific Indicator A: Phonemic Awareness**
  • Identify and apply basic concepts of phonology as they relate to language development and reading performance (e.g., phonological process, inventory of phonemes, phonemic awareness skills, phonemic analysis)* |
| 1.A.2 | • Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences)* |
| 1.B.1 | **Specific Indicator B: Phonics**
  • Identify structural patterns of words as they relate to reading development and reading performance (e.g., inventory of orthographic representations, syllable conventions; spellings of prefixes, root words, affixes)* |
| 1.B.2 | • Apply structural analysis to words (e.g., orthographic analysis, spelling morphologies, advance phonics skills) |
| 1.C.1 | **Specific Indicator C: Fluency**
  • Identify the principles of reading fluency as they relate to reading development |
| 1.C.2 | • Understands the role of reading fluency in development of the reading process |
| 1.D.1 | **Specific Indicator D: Vocabulary**
  • Identify and apply principles of English morphology as they relate to language acquisition (e.g., identify meanings of morphemes, inflectional and derivational morphemes, morphemic analysis) |
| 1.D.2 | • Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.) |
| 1.E.1 | **Specific Indicator E: Comprehension**
  • Identify principles of syntactic function as they relate to language acquisition and reading development (e.g., phrase structure, types of sentences, sentence manipulations)* |
| 1.E.2 | • Understands the impact of variations in written language of different text structures on the construction of meaning |
| 1.E.3 | • Identify cognitive task levels and the role of cognitive development in the construction of meaning of a variety of texts (e.g., knowledge, comprehension, application, analysis, synthesis, evaluation) |
## Competency 2

**Text Rule:**
Understanding reading as a process of student engagement in both fluent decoding of words and construction of meaning.

**COMPETENCY 2: Foundations of Research-Based Practices**
Understands the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery.

<table>
<thead>
<tr>
<th>Indicator code</th>
<th>Specific Indicator</th>
</tr>
</thead>
</table>
| 2.A            | **Specific Indicator A: Phonemic Awareness**  
- Identify explicit, systematic instructional plans for scaffolding development of phonemic analysis of the sounds of words (e.g., phonemic blending, segmentation, etc.) * |
| 2.B            | **Specific Indicator B: Phonics**  
- Identify explicit, systematic instructional plans for scaffolding development from emergent through advanced phonics with words from both informal and academic language (e.g., orthographic skills, phonetic and structural analysis: rules, patterns, and generalizations) |
| 2.C            | **Specific Indicator C: Fluency**  
- Identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance (e.g., rereading, self-timing, independent reading material, reader's theater, etc.) |
| 2.D            | **Specific Indicator D: Vocabulary**  
- Identify explicit, systematic instructional plans for scaffolding vocabulary and concept development (e.g., common morphological roots, morphemic analysis, system of word relationships, semantic mapping, semantic analysis, analogies, etc.) |
| 2.E            | **Specific Indicator E: Comprehension**  
- Identify explicit, systematic instructional plans for scaffolding development of comprehension skills and cognition (e.g., key questioning strategies such as reciprocal teaching, analysis of relevance of details, prediction; “think-aloud” strategies, sentence manipulation, paraphrasing, etc.) |
| 2.F.1          | **Specific Indicator F: Integration of the major reading components**  
- Identify comprehensive instructional plans that synchronize the major reading components (e.g., a lesson plan: structural analysis, morphemic analysis, reciprocal teaching, rereading, etc.) |
| 2.F.2          | - Identify explicit, systematic instructional plan for scaffolding content area vocabulary development and reading skills (e.g., morphemic analysis, semantic analysis, reciprocal teaching, writing to learn, etc.) |
| 2.F.3          | - Identify resources and research-based practices that create both language-rich and print-rich environments (e.g., large and diverse classroom libraries; questioning the author; interactive response to authentic reading and writing tasks, etc.) |
| 2.F.4          | - Identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students' interests and independent reading proficiency **R** |