

LOYOLA UNIVERSITY OF CHICAGO
SCHOOL OF EDUCATION
CIEP: 329 Materials, Resources and Strategies for the Reading Teacher
Spring Semester 2019
Cuneo Hall 111
Tuesdays 4:15 – 6:45

Sakai Site: Please check this official website for any changes in the schedule or office hours. In case of emergency or special circumstances, information will be posted.

Dr. Jane Hunt - Jhunt2@luc.edu
Office Hours: Prior to class or TBA

SPECIAL CIRCUMSTANCES: Students who have any special needs or who may require considerations or adaptations/modifications for any reason must contact the instructor personally during the first week of the term so that these issues may be addressed.

COURSE DESCRIPTION: The purpose of this course is to provide teacher candidates in the reading teacher endorsement program with an in-depth knowledge and understanding of materials, resources, and strategies available to teachers whose primary teaching responsibility is the teaching of literacy. This course goes beyond what is offered in CIEP 359 and Sequence Five to investigate the needs of elementary and middle school students with special needs in the area of literacy instruction and to identify materials, resources and instructional strategies in order to plan instruction that meets the needs of all students. Use of the Response to Intervention (MTSS) Framework will emphasize data-based decision making and problem solving within a systematic response. Curriculum development with respect to the Illinois Board of Education English/ Language Arts Learning Standards will be included and applied to individual, small group and whole group instructional models. Teacher candidates will be required to consider historical foundations of literacy instruction and to compare and contrast these with contemporary issues in reading and writing research in order to evaluate curriculum materials and approaches.

REQUIRED TEXTS:

It is highly suggested that candidates PURCHASE rather than rent the following resources. These will be useful in CIEP 305 as well as in future professional teaching. These are professional resources, rather than textbooks. Kindle editions are available and are acceptable, if preferred.

Fisher, P., Bates, A., & Gurvitz, D. (2014). *The Complete Guide to Tutoring Struggling Readers*.
New York: Teachers College Press. ISBN 978-0-8077-5494-8 (SR)

Harvey, Stephanie & Anne Goudvis (2017). *Strategies that Work: Teaching Comprehension for Understanding and Engagement*, 3rd. Ed. Portland, ME:
Stenhouse. ISBN: 9781625310637

Many additional course materials will be posted on Sakai.

The 2018 Illinois Reads books are available in the LUC Curriculum Library. Please contact librarian Tracy Ruppman (Truppman@luc.edu) if you have any questions.

Please note the following additional information related to this course:

- **The course schedule listed below is an initial tentative schedule. Please consult the Sakai Website regularly for class notices, schedule updates, descriptions of assignments, and grading rubrics.**

- **Students will be expected to be prepared for class and have assignments ready to hand in on the dates listed. Assignments will not be accepted via email unless specifically requested by the instructor. Assignments submitted late may be accepted, but full points will not be awarded.**
- **Students may not re-do assignments or expect that extra credit will be accepted. As a result, it is important to attend drop in sessions or make an appointment for special help prior to the date an assignment is due, if extra assistance is needed.**
- **Because this course meets only once weekly on Tuesdays, it is highly recommended that candidates begin course assignments/assessments promptly in order to make sure that the requirements are understood. Questions asked about assignments via email will be answered within 24 hours whenever possible on Mondays through Fridays. Candidates should not expect that responses will be provided on weekends.**
- **In the event of a personal emergency, however, please contact the instructor via email or phone as soon as possible so that course support can be provided if it is helpful.**

ALSO – Because this course is dedicated to the teaching of literacy skills: reading, writing, listening, speaking, communication is highly valued. As a result, candidates may not use computers or phones, etc. during class – except – when the activities completed in class require use of them, such as in class work designing curriculum or intervention lessons. The use of computers and social networking sites during class activities has been found to be distracting. Candidates may use these during breaks. If there is a personal reason of importance for use of an individual communication device for social networking to be used during class, please discuss this with the course instructor.

LOYOLA UNIVERSITY CHICAGO OFFICIAL POLICIES:

Conceptual Framework and Conceptual Framework Standards

Each course, sequence and module in the Teaching and Learning with Schools and Communities Program (TLSC) focuses on several professional dispositions including Professionalism, Inquiry and Social Justice. Candidates are offered opportunities to receive feedback on their dispositional growth. The following teacher preparation specific disposition assessed in this course is listed below. The assessment rubric for all dispositions for this course is available on Live Text.

Teacher candidates in CIEP 329 will be expected to demonstrate the following Conceptual Framework Standards through their development of materials designed to teach literacy for students of all backgrounds, learning and linguistic needs. Candidates will also write sample intervention lesson plans designed to utilize data in instructional planning.

- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.

Candidates are expected to become familiar with and display professional behaviors that follow the guidelines of the International Reading Association's Code of Ethics in all reading practicum experiences.

- **ILA Code of Professional Ethics**
ILA is committed to the highest level of ethical conduct for all members. ILA believes that it is every member's obligation to uphold this ethical responsibility with respect to curriculum and instruction, including using technological resources; assessing, diagnosing, and evaluating; creating a literate environment; valuing diversities; communicating and interacting with families and the community; exhibiting positive dispositions; and exemplifying professionalism, including conducting

research, publishing, making professional presentations, communicating and interacting with colleagues, using technology, and representing oneself honestly as a reading professional.

Diversity It is expected that teacher candidates in CIEP 329 will recognize, respect and address all varieties of diversity in their learning and teaching environments. This will be demonstrated in their coursework and relationships with classmates and instructors and will build upon previous clinical experiences with particular respect to linguistic and cultural diversity as it relates to literacy.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in **LiveText**. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

Candidates commit to the following dispositions:

Inquiry: Candidates use discipline-recognized processes for generating new knowledge in order to expand their theoretical understandings, ability to solve problems and analyze programs. They will deepen their personal understandings, improve their practice, and apply their learning about communities, families and students. Candidates will draw upon or collect various forms of data and information including literature, quantitative and qualitative data, formal and informal assessments, information about students, families and communities, and personal reflection when generating new knowledge. Candidates use their inquiry-based generated knowledge using multiple sources to inform their instruction and promote learning for all.

- Assessment: Illinois Reads curriculum plan, Sample intervention lesson plan

Social Justice: Candidates adopt a stance of affirming and welcoming diversity in both local and global communities. They demonstrate respect for and understanding of differences across and within groups through their spoken and written course contributions as well as in the actions they take. Candidates promote social justice by taking ethically guided actions to challenge practices and policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to continuing to develop their understanding around issues of diversity. They further demonstrate their commitment to contribute to the work of preventing and/or undoing injustices by advocating for individuals, populations, or groups who currently are, or have historically been, oppressed and marginalized through covert and overt practices on the part of institutions or individuals.

- Assessment: Illinois Reads curriculum plan, Sample intervention lesson plan

Professionalism: Candidates demonstrate personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidates promote their own development and the development of others and engage in collaborative relationships that promote mutually beneficial outcomes. Candidates adhere to ethical practices, guidelines, and professional standards of their profession.

- Assessment: Illinois Reads curriculum plan, Sample intervention lesson plan

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation, go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Course evaluations for this course will be completed online beginning this semester. The goals of CIEP 329 are primarily to support candidates in:

3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
9. Learning how to find and use resources for answering questions or solving problems

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

CIEP 329 Participation Policy:

It is expected that teacher candidates in CIEP 329 will demonstrate high levels of professionalism and responsibility in all aspects of their work in this course. In order to complete the course assessments and requirements in a satisfactory manner, it is important for candidates to be present and well prepared for all sessions. The following guidelines for participation will be considered in the module grades.

Professional Attitude and Demeanor Part I

- 2-Always prompt and regularly attend sessions.
- 1-Rarely late and regularly attend sessions (No more than 1 absence).
- 0-Often late and/or poor attendance at sessions (More than 2 absences).

Professional Attitude and Demeanor Part II

- 2-Always prepared for sessions with assignments and required materials.
- 1-Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.

Level of Engagement in Class

- 2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
- 1-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or

Exceeds expectations 100%	Meets expectations 85%	Partially meets expectations 70%	Does not meet expectations 50% or below
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the whole class.

- 0-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

Integration of Readings into Classroom Participation

- 2-Often cite from readings; use readings to support points.
- 1-Occasionally cite from readings; sometimes use readings to support points.
- 0-Rarely cite from readings; rarely use readings to support points.

Listening Skills

- 2-Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
- 1-Listen when others talk, both in groups and in sessions
- 0-Rarely listen when others talk, both in groups and in sessions.

Disposition Assessed in this Course

D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

Grading Scale for CIEP 329

A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D	61 - 69
F	60 - 0

<p>Candidates report to class early, and are prepared for course activities – including bringing texts, proactively communicate to faculty and others directly impacted about potential issues of attendance, participation or assignments, and provide solutions to address the issue or attempt to resolve the issue independently; use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students; demonstrate professional and respectful listening skills. Candidates seek assistance well in advance and communicate professionally and respectfully via email or online. They do not use personal electronic devices in class when in appropriate.</p>	<p>Candidates report to class on time, and are prepared for the activities of the course as described in the syllabus, including bringing texts; initiate communication with faculty and others directly impacted when an issue of attendance, participation or assignments arises; accept constructive feedback and initiate changes to improve performance; use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students in class, via email or online and in a timely manner; demonstrate professional and respectful listening skills. They do not use personal electronic devices in class when in appropriate.</p>	<p>Candidates report to class on time and contribute to course discussions and activities; attend all but a few class sessions and make an attempt to connect with classmates regarding what they have missed; contribute to most class activities and discussions with a basic level of preparedness; bring required materials to most class sessions; use appropriate professional tone and word choice in all communication in class and online; demonstrate professional and respectful listening skills most of the time; are only distracted by personal electronic devices infrequently.</p>	<p>Candidates repeatedly report to class late, or fail to make up absences, or are repeatedly unprepared for class activities; do not respond to faculty communication concerning issues of attendance, participation or assignments within 48 hours, and/or use inappropriate tone, word choice and etiquette when interacting with faculty, co-teachers, peers, or students in class, via email or online; regularly fail to demonstrate respectful or professional listening skills. They routinely check personal communication devices and are distracted during class sessions.</p>
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Participation Rubric

CALENDAR	Topic	Assignment Due
1) Jan. 15	Course Introduction, CCSS ELA, Core Literacy Instruction, History of Basal Reading Instruction, Evidence-Based Instruction, Introduction to <i>Strategies that Work</i> and Curriculum Planning Illinois Reads introduction www. Illinoisreads.org	
2) Jan. 22	Illinois Reads ISBE standards and curriculum mapping overview Introduction to <i>Strategies that Work</i> “Visualizing” Activity	Chapter 1 &2 (STW) Select Illinois Reads book

Share Atwell Poem

Where I'm From Poem

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|---------------------|--|---|
| 3) Jan. 29 | Text Analysis for Struggling Readers
(Readability, Lexiles, Genres, Motivation)
Strategic Reading across genres
Overview mapping of skills/strategies for Illinois Reads text | Chapters 3,4 & 5 (STW)
Readability resources on Sakai |
| 4) Feb. 5 | Connecting standards/strategies/and text structure | Finish reading Illinois
Reads text prior to today's class
Chapters 7& 8 (TSR) |
| 5) Feb. 12 | Designing Smartboard Notebook Strategies
for reading comprehension and vocabulary instruction | Smartboard Training in LUC Lab
TBA |
| 6) Feb. 19 | Work in class on STW for Illinois Reads text | |
| 7) Feb. 26
class | Presentations/Peer Support for Illinois Reads curriculum mapping | Share Smartboard activities in |

All materials for Illinois Reads/Strategies That Work Project need to be submitted on Sakai Dropbox by March 12th

Spring Break March 4th through 8th

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|--------------|---|---|
| 8) March 12 | Introduction to interventions for struggling readers
Using assessment data to plan for interventions | Chapters 1 & 2 (TSR) |
| 9) March 19 | Supporting print skills and development of word knowledge

Contextual reading and fluency for early readers | Chapters 3 & 4 (TSR) |
| 10) March 26 | Supporting vocabulary and oral language | Chapters 5 & 6 (TSR) |
| 11) April 2 | The Genre of Test Reading | Chapter 15 (STW) |
| 12) April 9 | Comprehension strategies | Chapters 7 & 8 (TSR)
Test Genre project |
| 13) April 16 | Meeting the needs of all readers within RtI
(Tentative Guest Speaker) | Sample Intervention LP |
| 14) April 23 | Sharing of intervention plans
Planning ahead for Practicum, fall 2019 | |

NO FINAL EXAM IN THIS COURSE

Assignments and Points for Grading:

Rubrics for all assignments and grades will be posted on Sakai

*Rubrics MUST be handed in with all assignments, if assignments are not submitted electronically.

Where I'm From Poem	5%
ISBE Curriculum Mapping Chart	5%
Technology Based (PPt. /Smartboard) strategies for STW	20%
Illinois Reads Lessons	35%
Test as Genre Project	10%
Sample Intervention Lesson Plan	15%
Class Participation (see rubric above)	10%

COURSE REQUIREMENTS

READING TEACHER CANDIDATES SHOULD FOLLOW THE GUIDELINES FOR PROFESSIONALISM :

All work should demonstrate serious effort and professionalism.

All work must be individually completed. Credit must be given to original and online sources.

All assignments must be typed unless it is appropriate to hand write them.

All assigned work must be completed and turned in on the dates listed on this syllabus.

Late work may not be accepted. If it is, based on the circumstances, points may be subtracted, and grades will be reduced from all work that is handed in late without prior consent from this instructor.

Attendance will be taken at the beginning of class. Reading Teacher Candidates not present at this time may be marked as absent. If they are absent from class, they should notify the instructor by e-mail.

Required Readings: Reading Teacher Candidates will be responsible for all assigned readings. Readings should be completed by the dates listed above.

Class Participation: Reading Teacher candidates will be expected to attend class and participate in class activities and discussions. Work from daily activities that are not otherwise graded will be included here. Only students who have excused absences from the Asst. Dean or for Athletic participation will be allowed to make up participation points. The rubric is provided above.

Assessment Instructions and Rubrics for the following will be posted on Sakai:

Illinois Reads: The LUC Curriculum Library has purchased the books identified for 2017 in Illinois Schools. Candidates will participate in this combined ISBE, IRC and Illinois Secretary of State project this semester and will collaborate with reading teachers in Illinois. This project meets the ISBE reading teacher standards:

c) The competent reading teacher participates in curriculum design and implementation.

1) Knowledge Indicators – The competent reading teacher:

A) knows State and national educational standards that are relevant to reading education.

B) knows exemplary programs and practices in reading education.

C) is aware of guidelines for the evaluation of curriculum material and instructional technology.

2) Performance Indicators – The competent reading teacher:

B) participates in and facilitates reading curriculum design, revision, and implementation efforts.

C) participates in the evaluation and selection of instructional materials, including textbooks, trade books, materials for students with special needs, and technology.

d) The competent reading teacher communicates and works with the public and other professionals.

1) Knowledge Indicator – The competent reading teacher understands the value of community support for school reading programs.

2) Performance Indicators – The competent reading teacher:

A) communicates effectively about reading to the general public.

Illinois Reads / Strategies that Work Project:

This project will be completed individually prior to spring break when the candidates' work will be submitted to the Illinois Reading Council and posted on their website for use by classroom teachers. Candidates will select a grade level and simulate the type of unit development for the teaching of CCSS ELA standards that is frequently completed by school-based reading teachers. Candidates will select a text from the Illinois Reading 2017 list for grades 3 – 8*, read the book, identify its readability factors, develop a curriculum mapping chart based on the ISBE model utilizing this text, develop a plan for teaching the entire text, create instructional strategies utilizing Smartboard Notebook or Power Point software for four *Strategies that Work* Comprehension strategies, and provide an instructional outline for teaching ELA standards and literacy skills with this text. Models for this project created by the course instructor and Illinois reading specialists will provide examples for candidates to follow. The project must be approved by the course instructor. Class time will be provided to work on this project with guidance from the course instructor. Candidates will utilize UbD (Understanding by Design) as they work through the stages of project completion. Books must be selected for the grade level of the candidates' teaching endorsement ranges.

(* A book from the grades K – 2 list may be selected instead, but then six lessons with Technology activities will be required.)

ISBE Curriculum Mapping Chart

Candidates will create a graphic overview for their Illinois Reads units. Candidates will select a text, identify an appropriate grade level for its instructional use, identify CCSS ELA standards and complete the overview of the comprehension/vocabulary and written response elements that will be taught along with the reading of the trade book selected. Candidates should determine what standards can be taught most effectively through the use of the book they select.

While initially reading the text and then while analyzing it afterward, candidates will chart the text/story structure and suggest strategic instruction for each section/chapter, using the strategies presented in *Strategies that Work* and address the CCSS ELA standards.

Ppt./Smartboard comprehension strategies for STW (4/6 strategies for 4/6 different chapters/sections in the text)

Candidates will develop four Smartboard interactive and engaging instructional strategies for use with their text. LUC IT provides a code for downloading the Smartboard Notebook software on students' personal computers. The software is also available on University computers. (Six lessons and materials are required for picture books, grades K – 2)

Unit lessons for STW/Illinois Reads Texts

Following samples developed and provided by the course instructor and reading specialists from the Illinois Reads project, candidates will provide overviews of lesson plans for teaching a text, emphasizing the focus of the selected CCSS ELA standards, reading comprehension, text vocabulary, and written and verbal responses – and utilization of

the Smartboard Notebook software, which is available on LUC campus computers and is available for free download on personal computers.

Test as Genre Project: Using chapter 15 in STW as a guide, Reading Teacher Candidates will be expected to develop a passage based extended response question, analyze it and write a two element rubric for its assessment.

Sample Intervention Lesson Plan: Candidates will write a lesson for a sample intervention lesson for students in a grade of their choosing from 1 to 8 and connect this to students needs that are based on assessment data. The sample lessons in (TSR) will be used as guides. It will be important that candidates demonstrate how instructional planning for intervention lessons is different from basic Tier One Core Curriculum Lesson Planning.

The List of Illinois Reads 2019 books for grades 3 – 8 is posted on Sakai and on the Illinois Reads website www.illinoisreads.org

These books will all be available in the LUC Curriculum library.

COURSE STANDARDS: Compiled from the International Literacy Association (ILA) and the Illinois State Board of Education (ISBE) reading teacher standards.

Knowledge Indicators:

1. Understands the purposes and characteristics of different kinds of curricula and related teaching resources and selects or creates instructional materials that are consistent with what is currently known about student learning in ELA.
2. Understands the need for effective core literacy instruction and further tiered instruction targeted to student needs, such as Response to Intervention.
3. Understands reading and writing problems and how to support struggling readers and writers in the classroom.
4. Understands critical topics that have historically influenced reading education.
5. Understands criteria for evaluating and selecting appropriate materials for elementary and middle school literacy instruction.
6. Understands the range and influence of print and non-print media and technology in contemporary culture.
7. Knows about various print and non-print resources for elementary and adolescent learners, and their uses in the literacy classroom.
8. Demonstrates knowledge of, and uses for, an extensive range of informational texts appropriate for use in elementary and middle school classrooms.
9. Maintains current knowledge of high quality print and non-print resource and materials.
10. Knows a variety of textual and programmatic resources geared to addressing the needs of struggling readers including those that are high-interest, low –readability.
11. Understands the research base for supporting the development of diverse elementary and adolescent literacy learners.
12. Understands of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write.
13. Understands the relationship between first- and second-language acquisition and its implications for literacy development.
14. Understands cognitive, language, processing, emotional, social, economic and educational factors typically involved in reading and writing difficulties.
15. Understands the resources and strategies that can support the development of academic vocabulary for diverse readers and writers.

16. Develops, implements, evaluates and modifies effective instruction using the new Illinois Learning Standards for English Language Arts incorporating the Common Core.
17. Reflects on his/her own teaching in light of evidence based literacy research, theory and practices and makes adjustments in teaching as appropriate.
18. Evaluates the curriculum to ensure that instructional goals and objectives are met.
19. Demonstrates knowledge of evidence based instructional strategies to support struggling readers and writers.

Performance Indicators:

1. Enacts instructional practices that reflect the theory and research on the interaction among content, motivation and engagement in literacy instruction.
2. Plans and implements effective core literacy instruction.
3. Uses a variety of evidence-based practices to differentiate literacy instruction for diverse learners.
4. Uses a variety of approaches to teach decoding (e.g., sound-symbol relationships, spelling patterns, syllabication, structural analysis) of regular words, irregular words, and multi-syllable words, in isolation and within texts.
5. Provides instruction in the use of structural analysis and morphemic analysis independently to decode and determine the meaning of multisyllabic words.
6. Uses a variety of approaches to teach students to read fluently with sufficient accuracy, rate, and expression.
7. Provides instruction in identifying a theme or central idea and analyzing its development across the text.
8. Prepares students to analyze how particular elements of a story or drama interact.
9. Teaches students to analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
10. Creates instruction that enables students to integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
11. Provides instruction in comparing and contrasting text in different forms or genres, for example, stories and poems, historical novels and fantasy stories, in terms of their approaches to similar themes and topics.
12. Demonstrates how reading comprehension strategies are flexible for making and monitoring meaning in both print and non-print texts and teaches a wide variety of such strategies to all students.
13. Uses an evidence-based rationale to select and use print, digital, and online resources.
14. Builds an accessible, multilevel, and diverse classroom library that contains traditional print, digital, and online resources.
15. Supports students in developing strategies for identifying and locating appropriate academic and recreational reading.
16. Adapts text as necessary in order to make it accessible to struggling readers.
17. Supports team approaches for literacy instruction for diverse learners across disciplines.
18. Identifies and uses strategies for making text accessible and comprehensible to English Language Learners.
19. Teaches academic language and vocabulary for literacy discussion and writing.
20. Provides multiple ways for students to demonstrate their reading and writing proficiency.
21. Models reading and writing as valued and purposeful lifelong activities.
22. Builds a collaborative community that supports and engages students in reading, writing, listening, speaking, viewing and visually representing.
23. Designs a classroom environment that is conducive to a variety of individual, small and large group literacy activities.
24. Creates opportunities for students to analyze how social context affects language and to monitor their own language and use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender and ability.