

Literacy Instruction across the Curriculum

New Teacher Self-Assessment and Goal Setting

- ___ Create a text rich environment by collecting, displaying, and using a wide variety of books, magazines, posters, etc., in the classroom
- ___ Provide opportunities for students to locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas
- ___ Use diverse fiction and non-fiction sources to include many authors and perspectives, as well as children's and young adult literature
- ___ Teach reading as a process of constructing meaning through the interaction of the reader's prior knowledge and experiences, the information presented in the text, and the context/purpose of the reading
- ___ Teach affixes, prefixes, and common roots used frequently in the content area
- ___ Identify independent, instructional, and frustration reading levels of groups and individuals and plan assignments accordingly

Provide opportunities for students to:

- ___ Speak for a variety of purposes and audiences
- ___ Listen in a variety of situations to information from a variety of sources
- ___ Write in clear, concise, organized language that varies in content and form for different audiences and purposes
- ___ Read various materials and texts with comprehension and critical analysis
- ___ View, understand, and use nontextual visual information (NJ Core Curriculum)
- ___ Provide a balanced literacy program that includes reading to students, reading with students, independent reading by students, writing for and with students, and writing by students
- ___ Analyze and evaluate instructional materials by considering readability, content, length, format, cultural orientation, and illustrations/visuals
- ___ Use a reading approach aligned with the No Child Left Behind Act of 2001 to include phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills and reading comprehension Strategies

See Chapter V: Integrating Literacy Instruction in *Why Didn't I Learn This in College?* and pages 14-19, 78-80, 88-89 in *Instruction for All Students*.

