Researchers agree that the successful development of literacy skills impacts student engagement, student learning and student achievement in a profound and direct relationship. They agree that the integration of language and content - reflected in the development of state standards - should and must relate language learning, content learning, and the development of thinking in a continuous spiral of rigor and application.

Participants in this course actively engage in learning experiences that are rich in problem-solving, critical thinking, and logical reasoning including reflection on how to adapt these evidence-based instructional practices for all students regardless of content. Supported by the most current research and anchored to a well-developed instructional framework, educators learn how to engage students in Transacting with Text (comprehension), Composing Text, Extending Reading and Writing, Investigating Language and Learning to Learn activities that encourage students to more effectively process and reflect on their own learning of any content. Close reading, informational writing, and the structuring of engaging, active learning environments that nurture these skills are addressed.

Participants in this course:

- Complete five modules completely online at their own pace.
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- Reflect on implementation of the strategies through journals.
- Interact with video lectures taped during live University of Pennsylvania course sessions.

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*This course is being offered by The University of Pennsylvania’s Graduate School of Education through The Penn Literacy Network. The course is 4.5 continuing education graduate credits and is one semester in length. The course takes place in an online format using Schoology. Participants must obtain a Penn Key through the University to access all university systems.*