I. Course Description:

- Study of upper-level literacy assessment and instruction.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Program Learning Objectives (PLOs):

The purpose of the TExES Generalist EC–6 test is to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The test is a requirement for candidates seeking a Generalist EC–6 certificate. There are a total of five tested domains for certification. Domain I, English Language Arts and Reading, comprises approximately 32% of the test. The following standards are aligned to Domain I.

- **Phonological and Phonemic Awareness**: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language. (English Language Arts and Reading EC–6 Standard II)
- **Literacy Development and Practice**: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students’ literacy. (English Language Arts and Reading EC–6 Standard IV)
- **Reading Fluency**: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency. (English Language Arts and Reading EC–6 Standard VI)
- **Reading Comprehension**: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension. (English Language Arts and Reading EC–6 Standard VII)
- **Assessment and Instruction of Developing Literacy**: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students. (English Language Arts and Reading EC 6 Standard X)

Student Learning Outcomes (SLOs):

The following competencies are aligned to the Standards above that are under Domain I, English Language Arts and Reading on the TExES Generalist EC–6 test.
Phonological and Phonemic Awareness: (Competency 002)

- B. Understands differences in students’ development of phonological and phonemic awareness and adjusts instruction to meet the needs of individual students, including English-language learners.
- C. Plans, implements, and adjusts instruction based on the continuous use of formal and informal assessments of individual students’ phonological development.

Literacy Development and Practice: (Competency 004)

- Understands and promotes students’ development of literary response and analysis, including teaching students the elements of literary analysis (e.g., story elements, features of different literary genres) and providing students with opportunities to apply comprehension skills to literature.
- D. Understands that literacy development occurs in multiple contexts through reading, writing, and the use of oral language.
- F. Demonstrates familiarity with literature and provides multiple opportunities for students to listen to, respond to, and independently read literature in various genres and to interact with others about literature.

Reading Fluency: (Competency 006)

- B. Understands the connection of word identification skills and reading fluency to reading comprehension.
- C. Understands differences in students’ development of word identification skills and reading fluency and knows instructional practices for meeting students’ individual needs in these areas.
- D. Selects and uses instructional strategies, materials, and activities to develop and improve fluency (e.g., reading independent-level materials, reading orally from familiar texts, repeated reading, partner reading, silent reading for increasingly longer periods, self-correction).
- E. Provides students with opportunities to engage in silent reading and extended reading of a wide range of materials, including expository texts and various literary genres.
- F. Uses strategies to encourage reading for pleasure and lifelong learning.

Reading Comprehension: (Competency 007)

- A. Understands reading comprehension as an active process of constructing meaning.
- B. Knows how to provide instruction to help students increase their reading vocabulary.
- C. Understands factors affecting students’ reading comprehension (e.g., oral language development, word analysis skills, prior knowledge, language background, previous reading experiences, fluency, vocabulary development, ability to monitor understanding, characteristics of specific texts).
- D. Understands levels of reading comprehension and knows how to model and teach skills for literal comprehension (e.g., identifying stated main idea, recalling details), inferential comprehension (e.g., inferring cause-and-effect relationships, making predictions), and evaluative comprehension (e.g., analyzing character development and use of language, detecting faulty reasoning).
- E. Provides instruction in comprehension skills that support students’ transition from “learning to read” to “reading to learn” (e.g., recognizing different types of texts, understanding how a text is organized, using textual features such as headings and glossaries, appreciating the different purposes for reading).
- F. Uses various instructional strategies to enhance students’ reading comprehension (e.g., by linking text content to students’ lives and prior knowledge, connecting related ideas across different texts, engaging students in guided and independent reading, guiding students to
generate questions and apply knowledge of text topics).

- G. Knows and teaches strategies that facilitate comprehension of different types of text before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, discussing texts).
- H. Understands metacognitive skills, including self-evaluation and self-monitoring skills, and teaches students to use those skills to enhance their own reading comprehension.
- I. Knows how to provide students with direct, explicit instruction in the use of strategies to improve their reading comprehension (e.g., previewing, self-monitoring, visualizing, retelling).
- J. Selects and uses instructional strategies, materials, and activities to guide students’ understanding of their own culture and the cultures of others through reading.

Assessment and Instruction of Developing Literacy: (Competency 012)

- C. Analyzes students’ reading and writing performance and uses it as a basis for instruction.
- D. Knows the state content and performance standards for reading, writing, listening, and speaking that constitute the Texas Essential Knowledge and Skills (TEKS) and recognizes when a student needs additional help or intervention to bring performance up to grade level.
- H. Understands the use of self-assessment in writing and provides opportunities for students to self-assess their writings (e.g., for clarity, interest to audience, comprehensiveness) and their development as writers.

For additional information on meaningful and measurable learning outcomes see the assessment resource page [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp)

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Articles to Read/Assessments/Assignments to Complete - These articles are already in Blackboard in a (pdf) format. Articles will be synthesized upon and may/may not be tested over. Reflections will guide your responses.

Literacy Development and Practice: (Competency 004)

- Reading Comprehension: What Works (4 points) The past fifteen years of literacy research is examined and reflected upon.
- What’s New with Literature Circles? Literature Circle Response Assignment (4 points) A reflection on the article and notes will be submitted and a synthesis of the learning will be conducted in simulated literature circles.
- The Six T’s of Effective Literacy Elementary Literacy Instruction (4 points) A synthesis of a series of studies with an application piece will be crafted.

Reading Fluency: (Competency 006)

- Teaching Reading IS Rocket Science (4 points)
- Grand Conversation: A Classroom Perspective Grand Conversation Video Viewing Assignment and Connection (4 + 4 points) The teacher candidate is expected to view a video example of a second grade class participating in a Grand Conversation. You are expected to participate as a learner using an independent reading of your choice.

Reading Comprehension: (Competency 007)

- Older Students Struggling with Reading (4 points)
- Content Area Reading Instruction (4 points)
- Strategies for Comprehending Text (4 points) The teacher candidate will be exposed to multiple content area strategies to assist ESL students and struggling
readers make meaning of expository text. Strategies will be researched and compiled by content area disciplines.

**Assessment and Instruction of Developing Literacy**: (Competency 012)

- **English/Language Arts Programs Share Common Instructional Features (4 points)** An examination of characteristics in secondary schools whose students beat the odds and outscore their peers in comparable schools on high-stakes standardized tests of English language arts.
- **Crafting a Scripted ELF Lesson Plan (10 points)** As a teacher candidate, you will be given opportunities to demonstrate knowledge and understanding of the importance of and technique involved in preparing and delivering a small group guided reading lesson.

**Assessments (will add up to 35 points)**
1. Assessment - Getting Started + Discussion Board Posting (**2 points + 2 points**)
2. Assessment over *Reading Comprehension* article (**4 points**)
3. Assessment over *Teaching Reading IS Rocket Science* article (**4 points**)
4. Assessment over Small Group Reading Instruction components (**10 points**)
5. Assessment over *Content Area Reading Instruction* article (**4 points**)
6. Assessment over ESL Standards (**5 points**)

- **Professionalism/Discussion/Activities (5 points)** You are expected to show initiative and to **actively participate** in online discussions. You are expected to have a professional demeanor that will reflect your future successful teacher qualities. It is expected that you participate whether in an online or face to face classroom environment. Work is to be professional, neat and of the quality and integrity expected of a future teacher. **Late work is NOT accepted. It is highly recommended that you still complete the assignment and read the required notes and articles in order to gain the knowledge needed. However, a grade of zero will still be entered. Correspondences, whether by e-mail or in writing are expected to be professional.**

- **Final Exam (10 points)** Any material within the course is subject to be included on the comprehensive final exam.

**IV. Evaluation and Assessments (Grading):**

- **A** 90-100 points
- **B** 80-89 points
- **C** 70-79 points
- **D** 60-69 points
- **F** Below 60 points
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments (you are also responsible for reading any notes)</th>
<th>Where to Find Assignment (colored circles in middle of course)</th>
<th>DUE by midnight</th>
<th>Total Points</th>
</tr>
</thead>
</table>
| Aug 29 – Sep 2        | • Assessment: Getting Started  
                         • Discussion Board Posting: Academic Discourse (Introduction)                                                           | • Module 1: Getting Started                                      | Sunday, Sep 2   | 2           |
| Sep 6 – Sep 9         | • Article and Assignment: Reading Comprehension: What Works  
                         • Assessment: Reading Comprehension: What Works                                                                     | • Module 2: Articles to Read                                      | Sunday, Sep 9   | 4           |
| Sep 12 – Sep 16       | • Article and Assignment: The Six T’s of Effective Elementary Literacy Instruction                                          | • Module 2: Articles to Read                                      | Sunday, Sep 16  | 4           |
| Sep 19 – Sep 23       | • Article and Assignment: Teaching Reading IS Rocket Science  
                         • Assessment: Teaching Reading IS Rocket Science                                                                     | • Module 2: Articles to Read                                      | Sunday, Sep 23  | 4           |
| Sep 26 – Sep 30       | • Article and Assignment: What’s New with Literature Circles?                                                            | • Module 3: Literature Circles                                   | Sunday, Sep 30  | 4           |
| Oct 3 – Oct 7         | • Read ALL notes and watch ALL videos pertaining to Small Group Reading Instruction  
                         • Assessment: Small Group Reading Instruction / Guided Reading                                                       | • Module 4: Small Group Reading Instruction                       | Sunday, Oct 7   | 10          |
| Oct 10 – Oct 14       | • Article: Grand Conversations in the Classroom  
                         • Assignment: Grand Conversation Reflection  
                         • Assignment: Grand Conversation Connection                                                                       | • Module 5: Grand Conversation                                   | Sunday, Oct 14  | 4           |
| Oct 17 – Oct 21       | • Article and Assignment: English/Language Arts Programs Share Common Instructional Features                              | • Module 2: Articles to Read                                      | Sunday, Oct 21  | 4           |
| Oct 24 – Oct 30       | • Article and Assignment: What Should Students Read?                                                                      | • Module 2: Articles to Read                                      | Sunday, Oct 30  | 4           |
| Oct 30 – Nov 6        | • Article and Assignment: Older Students Struggling with Reading                                                          | • Module 2: Articles to Read                                      | Sunday, Nov 6   | 4           |
| Nov 7 – Nov 13        | • Assignment: Crafting a Scripted ELF Lesson Plan                                                                       | • Module 6: Crafting a Lesson Plan (ELF)                           | Sunday, Nov 13  | 10          |
| Nov 14 – Nov 20       | • Article and Assignment: Content Area Reading Instruction  
                         • Assessment: Content Area Reading Instruction                                                                     | • Module 2: Articles to Read                                      | Sunday, Nov 20  | 4           |
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

- No text is required. All readings are done within Blackboard. Additional readings are recommended at the end of the syllabus.

VII. Course Evaluations:

- Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

VIII. Student Ethics and Other Policy Information:

**Attendance:**

- Due to the nature of the class, participation is critical. Being an active online participant means regularly referring to DUE dates and abiding by the timeline set forth. E-mail and announcements should be checked on a regular basis as well as reading and responding to colleagues’ discussion board postings. If you are absent, it is your responsibility to get the missed material from a colleague.

**Students with Disabilities:**

- To obtain disability related accommodations, alternate formats and/or auxiliary aids, students

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| Nov 21 - Nov 27 | • No assignment! Thanksgiving Holiday | • Eat turkey!!! | Nothing due! |
| Nov 28 - Dec 4 | • Assignment: Strategies for Comprehending Text | • Module 7: Strategies for Comprehending Text | Sunday, Dec 4 |
| Dec 5 - Dec 11 | • Assessment: ESL Standards | • Assessment TAB on left of screen (this will be opened) | Sunday, Dec 11 |
| Dec 12 - Dec 15 | • FINAL EXAM – open Monday, Tuesday, Wednesday, Thursday; closes at MIDNIGHT on Thursday, the 12th | • Assessment TAB on left of screen (this will be opened) | Thursday, Dec 15 |
| ENTIRE COURSE | • PROFESSIONALISM | | ALL WEEKS |

Nov 21 - Nov 27: • No assignment! Thanksgiving Holiday. Nothing due!


Dec 5 - Dec 11: • Assessment: ESL Standards. Assessment TAB on left of screen (this will be opened). Sunday, Dec 11.

Dec 12 - Dec 15: • FINAL EXAM – open Monday, Tuesday, Wednesday, Thursday; closes at MIDNIGHT on Thursday, the 12th. Assessment TAB on left of screen (this will be opened). Thursday, Dec 15.

ENTIRE COURSE: • PROFESSIONALISM. ALL WEEKS.
with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Academic Integrity:
• Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

• Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54):
• Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior
• Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with
recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due TBA. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

LiveText:
LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments.

IX. Recommended Scientifically Based Reading Research (SBRR) Websites for Additional Readings:
1. Vaughn Gross Center for Reading and Language Arts www.texasreading.org
2. International Reading Association www.reading.org
3. Florida Center for Reading Research www.fcrr.org
5. Pacific Resources for Education and Learning www.prel.org
7. Texas Education Agency (TEA) www.tea.state.tx.us

X. Recommended Scientifically Based Reading Research (SBRR) Material for Content Area Reading Instruction (General):


