RDG 320.002
Language and Literacy I
Fall 2019

Stephen F. Austin State University
College of Education
Department of Elementary Education

Instructor Information: Dr. Pamela Vaughn

Course Time & Location: Mondays & Wednesdays, 12:30-1:45, ECRC 215
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Office Hours: Online Tuesdays, 9:00-2:00, or by appointment
Credits: 3 credit hours
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I. Course Description

PRE-REQUISITES: RDG 318 (Survey of Reading) is required for EC-6 and 4-8 Elem Ed majors

RDG 320 is an examination of the conditions, assessments, and instructional practices that foster emergent literacy development. As a foundational course in early literacy development, assessment, and instruction and is geared toward a general but solid understanding of the early literacy development process. In this course, you will learn how young children enter the exciting world of literacy. You will see that this process begins at birth as infants become aware of the sights and sounds around them. Gradually this information becomes organized and meaningful, opening the door to the wonderful world of print.

This is one of several reading courses you will take, covering a range from the emergent copycat ‘reader’ to the mature critical thinking reader who savors, evaluates, and creates with what s/he reads. As you enter the field practicum phase of the program, your understanding about reading will be even more informed as you apply and adjust what you have learned to support the individual reading journeys of a diverse population of students with a variety of skill levels and needs. Over time, with continued professional experience and reflection, your ability to support young readers in their literacy journey will truly make a difference in the deserving lives of children who will depend upon you for their reading success.

When you finish this course, you should be able to answer the following questions:
What is reading?
What are the main skills needed for reading?
What are the general stages of reading development?
How do I assess it? How do I teach it? How do I improve it?

This course is aligned with state (TExES) and national (IRA/NCATE) standards for teachers of reading, meets the standard of strong design set by the NCTQ for Early Reading, and continually monitors and fully incorporates the latest scientifically based reading research (SBRR). Today's teachers are accountable; they constantly improve their understanding and effectiveness through continued professional development beyond this course. Read about our national duty to *Leave No Child Behind* (NCLB) [www.youtube.com/watch?v=LV7od-RU1Jw](http://www.youtube.com/watch?v=LV7od-RU1Jw) and the newer Every Child Succeeds Act (ESSA) [http://www.ed.gov/esea](http://www.ed.gov/esea).

**II. Intended Learning Outcomes/Goals/Objectives**

This is what you will learn, and how you will be assessed, in RDG 320.

The Perkins College of Education (PCOE) at Stephen F. Austin State University is committed to the following core values [http://coe.sfasu.edu/about-us](http://coe.sfasu.edu/about-us):

- *Academic excellence* through critical, reflective, and creative thinking
- *Life-long learning*
- *Collaboration* and shared decision-making
- *Openness* to new ideas, to culturally diverse people, and to innovation and change
- *Integrity*, responsibility, diligence, and ethical behavior, and
- *Service* that enriches the community.

Listed below are the Program Learning Objectives (PLO) and Student Learning Objectives (SLO) for this course. They align with our PCOE (college) mission of preparing competent professionals.

**Course alignment is explained in more detail** Accreditation bodies who request this detail help ensure the value of your degree and reciprocity (other states' recognition of your SFA degree if you move!). Upon completion of this course, teacher candidates are expected to understand the following:

**Program Learning Objectives (PLOs) Student Learning Objectives (SLOs)**

PLO 1 (overall program learning objective). Teacher Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; AMLE 1; InTASC 1, 2, 5,6, 8, 9, 10). In keeping with the PCOE goals for academic excellence, this course carefully guides and supports the prospective teacher candidate through a variety of ways to learn and master reading content in order to begin the journey toward becoming an effective teacher of English Language Arts in the elementary classroom.

SLO 1.1 (specific course learning objective) TC understand that literacy develops over time and progresses from emergent to proficient stages.

SLO 1.2 – TC understand how oral language develops and is used to communicate with others
SLO 1.3 – TC understand receptive and expressive language processing and basic concepts of language systems including phonology, morphology, semantics, syntax, and pragmatics.
SLO 1.4 – TC understand essential components of phonological/phonemic awareness.
SLO 1.5 – TC understand the essential components of the alphabetic principle and basic phonics.
SLO 1.6 – TC understand the essential components of fluency.
SLO 1.7 – TC understand and can support the development of word identification skills and reading vocabulary.
SLO 1.8 – TC understand the essential components of comprehension.
SLO 1.9 – TC know a variety of contexts to support the development of young students’ listening and speaking skills.
ESL SLO 1.10 – TC understand the importance of English language instruction that builds on the first language through listening, speaking, reading and writing processes.
ESL SLO 1.11 – TC understand factors that contribute to language development in multilingual learning environments.
ESL SLO 1.12 – TC understand the importance of developing CALP fluency in all language domains (listening, speaking, reading, writing).

PLO 2 Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2; AMLE 2; InTASC 4). Upon completion of this course, teacher candidates are expected to understand the following:

SLO 2.1 – TC understand a variety of reading methods including: read aloud, shared reading, guided reading, interactive writing, and word study.
SLO 2.2 – TC understand instructional grouping including flexible grouping for implementing reading instruction.

PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; AMLE 2; InTASC 2,3,5,7,8). Upon completion of this course, teacher candidates are expected to understand the following:

SLO 3.1 – TC understand that writing to communicate is a developmental process and are able to provide instruction that helps young learners develop competence in written communication.
SLO 3.2 – TC understand essential components of a direct model lesson plan and how to support guided reading and word study lessons incorporating Bloom’s scaffolding, TEKS, and the ELP’s LO TEKS.

PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; AMLE 4; InTASC 4, 6). Upon completion of this course, teacher candidates are expected to understand the following (SLOs):

SLO 4.1 – TC understand how to use observations such as anecdotal records, checklists, and note taking as informal assessment tools across multiple learning situations supported by TEKS (grade level Texas Essential Knowledge and Skills) for planning instruction.
SLO 4.2 – TC understand the basic principles (administration, analysis, and interpretation) of formal (standardized) and informal (non-standardized) assessment (e.g., spelling inventory, DIBELS, Observation Survey, CBM, Running Record, Concepts About Print, tests of Phonological Awareness, Quick Phonics Screener, Fry’s Instant Sight Words, & Oral Retell) and are able to use a variety of literacy strategies to plan and implement instruction for young students based on assessment.
SLO 4.3 – TC know the characteristics of, and are able to support, students with dyslexia.

**Detailed Course Assignment**

Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)
Listed below are the Program Learning Objectives (PLO) and Student Learning Objectives (SLO) for this course. They align with our PCOE mission of preparing competent professionals, and include values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct early childhood, elementary, and middle level learners in the acquisition of reading. These Learning Objectives are aligned with the Association for Early Childhood International (ACEI), ELAR EC6 and 4-8 Content Standards, the Association for Middle Level Education (AME), InTASC Model Core Teaching Standards, the TExES EC-12 content and teacher standards (Educator Preparation Program Standards / Teacher Standards) http://cms.texes.ets.org/texes/prepmaterials/texes-preparation-manuals/ (160, 291, 211); and the International Dyslexia Association (IDA) content standards for teachers of reading (section 1) and TEC §228.35 &.30. The Texas Education Agency’s (TEA) Texas Essential Knowledge and Skills (TEKS) for what Texas students should know and be able to do in English Language Arts and Reading (ELAR), the Technology Applications (TA TEKS) for beginning teachers’ standards, and the ELPS’ LO TEKS, plus ISTE (technology) standards are also incorporated into lesson planning assignments and the SLOs for this course and listed at the end of applicable assignments in this syllabus. This philosophy, vision, and course alignment is intended to provide the foundation needed to successfully complete the remaining reading courses and field experiences in our program which help distinguish SFA graduates from those of other institutions.

Detailed Alignment Chart & Links
PCOE Office of Assessment and Accountability http://coe.sfasu.edu/students/students/assessment
The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments for all courses are located on the PCOE website. For additional information on meaningful and measurable learning outcomes, see the assessment resource page http://www.sfasu.edu/assessment/

Program Learning Outcomes (PLO) and Student Learning Outcomes (SLO)
Below are the program (PLO) and course (SLO) expectations for teacher candidates (TC) upon completion of RDG 320.

PLO 1 (overall program learning objective). Teacher Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; AMLE 1; InTASC 1, 2, 5, 6, 8, 9, 10). In keeping with the PCOE goals for academic excellence, this course carefully guides and supports the prospective teacher candidate through a variety of ways to learn and master reading content in order to begin the journey toward becoming an effective teacher of English Language Arts in the elementary classroom. Upon completion of this course, teacher candidates are expected to understand the following course SLOs:

SLO 1.1 (specific course learning objective) understand that literacy develops over time and progresses from emergent to proficient stages.

ASSESSMENT: ESSAY on how to teach a child to read. Standards: ELAR: EC6 (4-8) 4.1k (2.4k) 6.2k (3.8k) 6.2s (3.7s) 4.2k (2.2s) 1.3k (4.3k) 2.2k (2.1k) 3.1k (2.2k) 3.1s (3.3s) 3.2k (2.2k) 7.5k (4.3k) 10.1k (8.1k) 10.3k (8.3k) 10.8k (8.6k) 4.6k (2.8k) 5.1s (3.3s) 5.3s (3.4s) 6.2k (3.8k) 6.2k (3.8k) 5.2s, 6.1s (3.1k) 6.2s (3.7s) 4-8 3.4k / E PR (TS); 1.14k 1.25k 1.2s (TS2Bii / TS2Ciii) 1.3s (TS1Ci) 1.9s (TS1Aiiii) 1.15s 1.19s (TS1Bii) 1.28s (TS2Aii / TS5Ci TS5Cii) / 1.16s (TS1Ciii) / 1.4s 1.11s (TS3Biiii) 1.21s (TS1Cii) / EP - 1.11k (TS3Aiiii) 1.7k(TS3Ci) 1.6s (TS3Bii) 1.1s (TS1Bii) 1.4s / 1.7s (TS1Aii) / Dyslexia IDA 1:C 1-5, D, E

SLO 1.2 – TC understand how oral language develops and is used to communicate with others.

ASSESSMENT – NEWSLETTER – TC communicate with parents about language and other foundational skills development. Standards: ELAR: EC6 (4-8 in parenthesis) 1.8s (1.12s) 2.4s / *MLG 4-8 2.12s / Dyslexia IDA Content Sect 1: A, C1, B / E PR (TS) 1.7s (TS1Aii); Tech EP 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d), 6.29s (ISTE 3d); InTASC 5q, 6a, 6j, 6k, 10g.

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL – Standards: ELAR: EC6(4-8) 1.1k (1.1k) 2.1k 2.2k (2.1k) 2.3k 2.2s 2.3s 3.3k (2.3k) 4.9k (2.11k) 5.1k (3.1k) (4-8 / 2.2s) E PR (TS) 1.28s (TS2Aii / TS5Cii / DYSLEXIA QUIZ (4-8 / 3.4k) E PR (TS) 1.11k (TS3Aiiii) 1.21k 1.24k 1.24s ESL QUIZ: EC-6 (4-8) 3.3k (2.3k) / E PR (TS) 1.11k (TS3Aiiii)
SLO 1.3 – TC understand receptive and expressive language processing and basic concepts of language systems including phonology, morphology, semantics, syntax, and pragmatics.

ASSESSMENT – EXAMS: QUIZZES & FINAL – Standards: ELAR: EC6(4-8) 1.1k (1.1k) 2.1k 2.2k (2.1k) 2.3k 2.2s 2.3s 3.3k (2.3k) 4.9k (2.11k) 5.1k (3.1k) (4.8-2.2s) E PR (TS) 1.28s (TS2Ai / TS5Ci TS5Cii) / DYSLEXIA QUIZ (4-8 / 3.4k) E PR (TS) 1.11k (TS3Aii) 1.21k 1.24k 1.24s ESL QUIZ: EC-6 (4-8) 3.3k (2.3k) / E PR (TS) 1.11k (TS3Aii) / 3.3k (2.3k) / 5.5k 3.7k) 5.4s (3.3s) 5.5s (3.5s) / 7.5k (4.3k)

SLO 1.4 – TC understand essential components of phonological/phonemic awareness.

ASSESSMENT – RESEARCH POST – TC research and share peer-reviewed information about phonemic awareness and the alphabetic principle. Standards: ISTE 2c; ELAR: EC6 2.5s 1.8s (1.12s), 2.4s; Dyslexia IDA Sect 1 A, B, C1; E PR (TS): 1.11k (TS3Aii) 1.7s (TS1Ai); and Tech EP 2.4k (ISTE 3a,3b,3c), 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d) 6.29s (ISTE 3d);

ASSESSMENT – ESSAY – on how to teach a child to read. Standards: ELAR: 1.3k (4.3k) 2.2k (2.1k)

ASSESSMENT – EXAMS: QUIZZES & FINAL – Standards: ELAR: EC6(4-8) 1.1k (1.1k) 2.1k 2.2k (2.1k) 2.3k 2.2s 2.3s 3.3k (2.3k) 4.9k (2.11k) 5.1k (3.1k) 5.4s (3.3s) 5.5s (3.5s) 7.5k (4.3k) (4-8 / 2.2s) / E PR (TS): 1.28s (TS2Ai / TS5Ci TS5Cii) E PR (TS) 1.11k (TS3Aii) / 3.3k (2.3k) / 5.5k 3.7k) / 5.4s (3.3s) / 5.5s (3.5s) / 7.5k (4.3k)

SLO 1.5 – TC understand the essential components of the alphabetic principle and basic phonics.

ASSESSMENT – RESEARCH POST – TC research and share peer-reviewed information about phonemic awareness and the alphabetic principle. Standards: ELAR: EC6 (4-8): 3.5s / Dyslexia IDA Sect.1 C-2 / E PR (TS): 1.11k (TS3Aii); and Tech EP 2.4k (ISTE 3a,3b,3c), 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d).

ASSESSMENT – NEWSLETTER – TC communicate with parents about the alphabetic principle and phonics among other foundational skills development. Standards: ELAR (EC6 (4-8): 3.4s, 4.8s 3.4s 4.8s 6.4s (3.10s) / E PR (TS): 1.11k (TS 3Aii) 1.7s (TS1Ai); and Tech EP 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d), 6.29s (ISTE 3d); InTASC 5p.

ASSESSMENT – SPELLING INVENTORY & WORD STUDY LESSON PLAN – SPELLING INVENTORY - TC evaluate student spelling and make recommendations for explicit systematic hands-on word study using Beck phonics book. EC6 E PR (4-8 in) 3.4k, 3.2s, 3.3s (2.1s), 4.9k (2.11k), 5.2k (3.3k), 5.4k (3.6k) 5.9k (3.9k) 5.1s (3.3s) 5.4s (3.3s / 3.5s) 5.8k (8.3k) 5.7s (5.1s) 8.1s (10.1s) 10.1k (8.1k) 10.2k (8.3k) 10.3k (8.3k) / Dyslexia IDA Content Sect 1: A, C1, 2, 6; E PR (TS) 1.2k (TS2Ci), 1.3k (TS2Ci), 1.16k, 1.25k, 1.7s (TS1Ai), 1.8s (TS3Bii), 1.24s, 1.28s (TS2Ai / TS5Ci TS5Cii) WORD STUDY LESSON PLAN - EC6 (4-8 in parentheses) 3.1s, 3.2s – 3.3s (2.1s) 5.4k(3.6k) 5.7k (3.10k) 5.9k (3.9k) 5.1s (3.3s) = 6.1k (3.2k) - 6.5k (3.9k) 6.6k (3.9k) - 8.1s (10.1s), 10.3k (8.3k); DYSLEXIA Content area 1 - C2.4k, C2.3k, C6Spell; 2: E PR (TS in parentheses) 1.2k (TS2Ci), 1.3k (TS2Ci), 1.7k (TS3Ci), 1.12k / 1.12s, 1.13k (TS1Ai), 1.14k, 1.16k, 1.19k, 1.21k, 1.25k, 1.26k (TS5Ai, 1.1s (TS1Bi), 1.2s (TS2Bi / TS2Ci), 1.3s (TS1Ci), 1.4s, 1.6s (TS3Bi), 1.7s (TS1Ai, 1.8s (TS3Bii), 1.9s (TS1Ai), 1.11s (TS3Bii), 1.11s, 1.14s (TS2Bi), 1.15s, 1.16s (TS1Ci), 1.19s (TS1Bi), 1.20s (TS1Bi), 1.21s (TS1Ci), 1.29s (TS1Fi); / TS5i / TS5Di)

ASSESSMENT – EXAMS: QUIZZES & FINAL – Standards: ELAR: EC6 (4-8): 4.9s (2.1s) 6.1k (3.2k) (4-8 / 3.4k) 3.3k (2.3k) 3.4k 3.1s (3.3s) 3.2s 4.9k (2.11k) 5.8k (8.3k) 5.1s (3.3s) 5.2s 5.7s (3.1s) 10.1k (8.1k) 10.3k (8.3k) (4-8 / 2.2s) 4.8s (8.5k) / E PR (TS) 1.28s (TS2Ai / TS5Ci TS5Cii) 1.11k (TS3Aii) 1.21k 1.2s (TS2Bi / TS2Ci) 1.3s (TS1Ci) 1.19s (TS1Bi) 1.12s 1.29s (TS1Fi) / TS5i / TS5Di Detection & Education of Students w Dyslexia 1.11k (TS3Aii) 1.14k 1.2s (TS2Bi / TS2Ci) 1.3s (TS1Ci) 1.9s (TS1Ai) 1.15s; InTASC 1a, 1e, 1h, 5c.
SLO 1.6 – TC understand the essential components of fluency.

ASSESSMENT – ESSAY on how to teach a child to read well. Standards: ELAR EC6 (4-8): 3.2k (2.2k) 10.8k (8.6k) 4.1k (2.4k) 6.2k (3.8k) 6.2s (3.7s) 3.1k (2.2k) 5.1s (3.3s) 5.3s (3.4s) 6.2k(3.8k) 6.2k (3.8k) 5.2s, 6.1s (3.11k) 6.2s (3.7s) / DYSLEXIA IDA Content Sect 1: A, B, C 1-5, D, and E / EP (TS in): 1.7s (TS1Ai, TS1Bii) 1.11k (TS3Ai) 1.4s 1.11s (TS3Bii) 1.16s (TS1Cii) 1.21s (TS1Cii) 1.25k 1.28s (TS2Ai / TS5Ci TS5Cii) 1.11k (TS3Aii) 1.28s (TS2Ai / TS5Ci TS5Cii)

ASSESSMENT – NEWSLETTER TC communicate with parents about fluency and other foundational skills development. Standards: ISTE 6b; ELAR EC6 (4-8): 3.4s 5.8s 6.4s (3.10s) *MLG 4-8 2.12s / DYSLEXIA IDA Content Sect 1: A, C1,2,3,4, B / E PR (TS in): 1.7 = (TS1Ai); and Tech EP 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d), 6.29s (ISTE 3d); InTASC 1i, 1f, 2c, 6e, 6f, 6g.

ASSESSMENT – RUNNING RECORD TC assess reading progress using running records, analyze it, and make recommendations for improvement which includes fluency development. Standards: ELAR EC6 (4-8): 4.6k (2.8k) 5.2k 5.3k 5.5k (3.7k) 5.7k (3.10k) 5.8k (8.3k) 5.9k (3.9k) 5.2s 6.1k (3.2k) 6.2k (3.8k) 6.3k 6.4k (3.9k) 6.6k (3.9k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 6.6s (3.8s) 8.2s (10.2s) 8.3s (10.3s) 10.1k (8.1k) 10.2k (8.3k) 10.8k (8.6k) (4-8 / 8.5k) / DYSLEXIA IDA Content Sect 1: C2.3 / E PR (TS in): 1.2k (TS2Cii) 1.25k 1.7s (TS1Ai) 1.8s (TS3Bii) 1.24s 1.28s (TS2Ai / TS5Ci TS5Cii) 1.29s (TS1Fii / TS5i / TS5Di)

ASSESSMENT – EXAMS: QUIZZES & FINAL Standards: ELAR EC6 (4-8): 2.2s 3.3k (2.3k) 3.4k 3.1s (3.3s) 3.2s 4.9k (2.1k) 5.1k (3.1k) 5.5k (3.7k) 5.8k (8.3k) 5.1s (3.3s) 5.2s 5.4s (3.3s) 5.7s (3.1s) 7.5k (4.3k) 10.1k (8.1k) 10.3k (8.3k) (4-8 / 2.2s) (4-8 / 8.5k) 4.9s (2.1s) 6.1k (3.2k) 6.1s (3.11k) (4-8 / 3.4k) 3.3k (2.3k) / E PR (TS in): 1.11k (TS3Aii) 1.28s (TS2Ai / TS5Ci TS5Cii)

SLO 1.7 – TC understand and can support the development of word identification skills and reading vocabulary.

ASSESSMENT – NEWSLETTER TC communicate with parents about word id and vocabulary plus other foundational skills development. Standards: ELAR EC6 (4-8): 2.4s 3.4s 5.8s 6.4s (3.10s) *MLG 4-8 2.12s / Dyslexia IDA Content Sect 1: A, C1,2,3,4, B / E PR (TS) 1.7s (TS1Ai); and Tech EP 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d), 6.29s (ISTE 3d).

ASSESSMENT – RUNNING RECORD TC assess reading progress using running records, analyze it, and make recommendations for improvement which includes word id and vocabulary development. Standards: ELAR EC6 (4-8 in): 4.6K (2.8k) 5.2k 5.3k 5.6k (3.2k) 5.5k (3.7k) 5.7k (3.10k) 5.8k (8.3k) 5.9k (3.9k) 5.2s 5.6s (3.6s) 5.7s (5.1s) 6.1k (3.2k) 6.2k (3.8k) 6.3k 6.4k (3.9k) 6.6k (3.9k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 6.6s (3.8s) 8.1s (10.1s) 8.2s (10.2s) 8.3s (10.3s) 10.1k (8.1k) 10.2k (8.3k) 10.3k (8.3k) 10.8k (8.6k) 4-8 / 8.5k) / Dyslexia IDA Content Sect 1: C2.3 / E PR (TS in) 1.2k (TS2Cii) 1.3k (TS2Cii) 1.16k 1.25k 1.7s (TS1Ai) 1.8s (TS3Bii) 1.24s 1.28s (TS2Ai / TS5Ci TS5Cii) 1.29s (TS1Fii / TS5i / TS5Di)

ASSESSMENT – SPELLING INVENTORY & WS LESSON PLAN TC evaluate student spelling and make recommendations for explicit systematic hands-on word study using Beck phonics book to improve reading skills. Standards: SPELLING INVENTORY - ELAR EC6 (4-8 in) 3.4k, 3.2s, 3.3s (2.1s), 4.9k (2.11k), 5.2k (3.3k), 5.4k (3.6k) – 5.9k (3.9k) – 5.1s (3.3s) – 5.4s (3.3s / 3.5s) – 5.8k (8.3k) – 5.7s (5.1s) – 8.1s (10.1s) - 10.1k (8.1k) – 10.2k (8.3k) – 10.3k (8.3k) – Dyslexia IDA Content Sect 1: A, C1,2,6; E PR (TS) 1.2k (TS2Cii), 1.3k (TS2Cii), 1.16k, 1.25k, 1.7s (TS1Ai), 1.8s (TS3Bii), 1.24s, 1.28s (TS2Ai / TS5Ci TS5Cii) WORD STUDY LESSON PLAN - ELAR EC6 (4-8 parentheses) 3.1s, 3.2s – 3.3s (2.1s) – 5.4k(3.6k) –5.7k (3.10k) – 5.9k (3.9k) – 5.1s (3.3s) – 6.1k (3.2k) - 6.5k (3.9k) – 6.6k (3.9k) - 8.1s (10.1s), 10.3k (8.3k); DYSLEXIA IDA Sect 1 Content - C2.4k, C2.3k, C6.Spell.2; / E PR (TS in parentheses) 1.2k (TS2Cii), 1.3k (TS2Cii), 1.7k (TS3Cii), 1.12k / 1.12s, 1.13k (TS1Aii), 1.14k, 1.16k, 1.19k, 1.21k, 1.25k, 1.26k (TS5Ai, 1.1s (TS1Bii), 1.2s (TS2Bi / TS2Cii), 1.3s (TS1Cii), 1.4s, 1.6s (TS3Bi), 1.7s (TS1Ai, 1.8s (TS3Bii), 1.9s (TS1Aiii), 1.11s (TS3Biir), 1.13s, 1.14s (TS2Bi), 1.15s, 1.16s (TS3Bi), 1.19s (TS1Bii), 1.20s (TS1Bii), 1.21s (TS1Cii), 1.29s (TS1Fii / TS5i / TS5Di); InTASC 2e.
ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: ELAR EC6 (4-8): 2.3s 3.3k (2.3k) 3.2s 4.9k (2.11k) 5.1k (3.1k) 5.5k (3.7k) 5.8k (8.3k) 5.1s (3.3s) 5.2s 5.3s (3.4s) 5.4s (3.3s) 5.5s (3.5s) 5.7s (3.1s) 7.5k (4.3k) (4-8 / 2.2s) (4-8 / .5k) 4.9s (2.1s) 6.1k (3.2k) (4-8 / 3.4k) / E PR (TS) 1.28s (TS2Ai / TS5Ci TS5Cii) 1.11k (TS3Aii) 1.19s (TS1Bii) 7.5k (4.3k) (4-8 / 2.2s) (4-8 / .5k) 4.9s (2.1s) 6.1k (3.2k) (4-8 / 3.4k) / E PR (TS) 1.28s (TS2Ai / TS5Ci TS5Cii) 1.11k (TS3Aii) 1.19s (TS1Bii)

SLO 1.8 – TC understand the essential components of comprehension.

ASSESSMENT – COMPREHENSION LESSON PLAN TC view videos of and complete a lesson plan addressing the development of comprehension using flexible guided reading groups. Standards: ELAR EC6 (4-8): EC6 (4-8 in parenthesis): 5.5k (3.5s, 3.7k) / DYSLEXIA IDA Content Sect 1: C.5.1k / E PR (TS) 1.19k 1.26k (TS5Ai) 1.1s (TS1Bi) 1.4s 1.6s (TS3Bi) 1.7s (TS1Ai) 1.9s (TS1Aiii) 1.11s (TS3Biii) 1.13s 1.14s (TS2Bi) 1.15s

SLO 1.9 – TC know a variety of contexts to support the development of young students’ listening and speaking skills.

ASSESSMENT – EXAMS: QUIZZES & FINAL Standards, ELAR EC6 (4-8 in parentheses): 2.1k 2.2s 2.3s 7.5k (4.3k)

ESL SLO 1.10 – TC understand the importance of English language instruction that builds on the first language through listening, speaking, reading and writing processes.

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL. Standards: ELAR EC6 (4-8): EC-6 (4-8) 3.3k (2.3k)

ESL SLO 1.11 – TC understand factors that contribute to language development in multilingual learning environments.

ASSESSMENT – ESSAY on how to teach a child to read which includes meeting needs of diverse student populations. Standards: EC6 (4-8 in parenthesis): 1.2k, 3.3k (2.3K)

ASSESSMENT – EXAMS: QUIZZES & FINAL. Standards: ELAR EC6 (4-8): Ec6 (4-8) 1.2k, 3.3k (2.3k)

ESL SLO 1.12 – TC understand the importance of developing CALP fluency in all language domains (listening, speaking, reading, writing).

ASSESSMENT – EXAMS: QUIZZES & FINAL. Standards: ELAR EC6 (4-8): Ec6 (4-8) 1.2k, 3.3k (2.3k); E PR: 1.9s

PLO 2 Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2; AMLE 2; InTASC 4). Upon completion of this course, teacher candidates are expected to understand the following:

SLO 2.1 – TC understand a variety of reading methods including: read aloud, shared reading, guided reading, interactive writing, and word study.

ASSESSMENT – NEWSLETTER TC communicate with parents about foundational skills development. Standards: ELAR EC6 (4-8 in parentheses) 1.8s (1.12s) 2.4s 3.4s 5.8s 6.4s (3.10s) *MLG 4-8 2.12s / Dyslexia IDA Content Sect 1: A, C1,2,3,4, B / PPR (TS) 1.7s (TS1Ai); and Tech EP 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d), 6.29s (ISTE 3d); InTASC 4g.
ASSESSMENT – ESSAY on how to teach a child to read. Standards: ELAR EC6 (4-8): 4.6k (2.8k) 5.1s (3.3s) / E PR (TS) 1.4s 1.11s (TS3Bii) 1.21s (TS1Cii) 1.16s (TS1Ciii) 1.9s (TS1Aii)

ASSESSMENT – EXAMS: QUIZZES & FINAL Standards: ELAR EC6(4-8) 2.2s 2.3s 3.1s (3.3s) 3.2s 5.5k (3.7k) 5.1s (3.3s) 5.2s (4-8 / 2.2s) / E PR (TS) 1.11k (TS3Aii) 1.21k / Education of Students w Dyslexia; InTASC 4n.

ASSESSMENT – RUNNING RECORD. TC assess reading progress using running records, analyze it, and make recommendations for improvement which include evidence-based teaching strategies. Standards: ELAR EC6 (4-8): 4.6K (2.8k) 5.6k (3.2k) 5.9k (3.9k) 5.2s 5.6s (3.6s) 6.2k (3.8k) 6.4k (3.9k) 6.5k (3.9k) / DYSLEXIA IDA Content Sect 1: C2,3 / E PR (TS in): 1.16k 1.7s (TS1Ai)

ASSESSMENT – LESSON PLANS (Word Study for Phonics fluency; Before, During, After / Prediction for Comprehension). Standards: EC6 (4-8 in parentheses) 3.2s 5.7k (3.10k) 5.9k (3.9k) 5.1s (3.3s) 6.4k (3.9k) 6.5k (3.9k) 6.6k (3.9k) 6.2s (3.7s) / DYSLEXIA Content area 1 - C2.4k, C2.3k, C3.4k, C.5.1k / E PR (TS in parentheses) 1.16k 1.21k 1.1s (TS1Bii) 1.4s 1.7s (TS1Ai) 1.9s (TS1Aii) 1.11s (TS3Bii) 1.14s (TS2Bi) 1.15s 1.16s (TS1Cii) 1.20s TS1Bii) 1.21s (TS1Cii); InTASC 4f, 4r, 4m.

SLO 2.2 – TC understand instructional grouping including flexible grouping for implementing reading instruction.

ASSESSMENT – RUNNING RECORD. TC assess reading progress using running records, analyze it, and make recommendations for improvement which includes various flexible groups targeting specific skills. Standards: ELAR EC6 (4-8): 4.6K (2.8k) 6.4k (3.9k) 6.6k (3.9k) 8.3s (10.3s) 10.2k (8.3k) 10.8k (8.6k) (4-8 / 8.5k) / Dyslexia IDA Content Sect 1: C2,3 / E PR (TS in): 1.16k 1.11s (TS3Biii) 1.19s (TS1Bii) 1.21s (TS1Ciii) 1.12k (TS1Bii) 1.12s (TS1Aii) 1.13s 1.14s (TS2Bi) 1.15s 1.16s (TS3Bii) 1.14s (TS2Bi) 1.16s TS1Cii) 1.11s (TS1Bii) 1.12s (TS1Cii) 1.19s (TS1Bii) 1.21s (TS1Cii) 1.29s (TS1Fiii / TS5i / TS5Di)

ASSESSMENT – LESSON PLANS (Flexible guided reading groups / Word Study for Phonics fluency; Before, During, After / Prediction for Comprehension). Standards: ELAR EC6 (4-8 in parentheses) 6.4k (3.9k) 6.2s (3.7s) 5.7k (3.10k) 5.9k (3.9k) 6.6k (3.9k) 6.5k (3.9k) / DYSLEXIA Content area 1 - C2.4k, C2.3k, C3.4k, C.5.1k / E PR (TS in parentheses) 1.2k (TS2Cii) 1.3k (TS2Ci) 1.1s (TS1Bi) 1.3s (TS1Ci) 1.4s 1.9s (TS1Aii) 1.11s (TS3Bii) 1.14s (TS2Bi) 1.16s TS1Cii) 1.11s (TS1Bii) 1.12s (TS1Cii) 1.19s (TS1Bii) 1.21s (TS1Cii) 1.29s (TS1Fiii / TS5i / TS5Di)

ASSESSMENT – EXAMS: QUIZZES & FINAL Standards: E PR (TS in): 1.14k 1.2s (TS2Bii / TS2Cii) 1.3s (TS1Cii) 1.15s / Professional Role - can detect & educate students w dyslexia based on evidence-based research

PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; AMLE 2; InTASC 2,3,5,7,8). Upon completion of this course, teacher candidates are expected to understand the following:

SLO 3.1 – TC understand that writing to communicate is a developmental process and are able to provide instruction that helps young learners develop competence in written communication.

ASSESSMENT – SPELLING INVENTORY & WORD STUDY LESSON PLAN TC evaluate student spelling and make recommendations for explicit systematic hands-on word study using Beck phonics book to improve writing. Standards: ELAR: EC6 (4-8): 3.4k, 3.2s, 3.3s (2.1s), 4.9k (2.11k), 5.2k (3.3k), 5.4k (3.6k) 5.4s (3.3s / 3.5s) 5.8k (8.3k) 5.7s (5.1s) / E PR (TS) 10.2k (8.3k) 3.5s 3.4s 5.8s 6.4s (3.10s) 3.1s 5.4k(3.6k) 5.7k (3.10k) 5.9k (3.9k) 5.1s (3.3s) 6.1k (3.2k) 6.5k (3.9k) 3.9s 6.6k (3.9k) 8.1s (10.1s) 10.3k (8.3k) EC-6 (4-8) 4.9s (2.1s) 6.1k (3.2k) (4-8 / 3.4k) 3.3k (2.3k) 3.4k 3.1s (3.3s) 3.2s 4.9k (2.11k) 5.8k (8.3k) 5.1s (3.3s) 5.2s 5.7s (3.1s) 10.1k (8.1k) 10.3k (8.3k) (4-8 / 2.2s) / Dyslexia IDA: Sect.1 C-2, 6, 2.4k, C2.3k, C6.Spell.2 / E PR (TS): 1.11k (TS3Aii) 1.7s (TS1Ai) 1.2k (TS2Cii) 1.3k (TS2Ci) 1.7k (TS3Ci) 1.12k / 1.12s 1.13k (TS1Aii) 1.14k 1.16k 1.19k 1.21k 1.25k 1.26k S5Ai) 1.1s (TS1Bii) 1.2s (TS2Bii / TS2Cii) 1.3s (TS1Ci) 1.4s 1.6s (TS3Bi) 1.8s (TS3Bi) 1.9s (TS3Biii) 1.13s 1.14s (TS3Bi) 1.11s BS1Cii) 1.19s (TS1Bii) 1.20s (TS1Biii) 1.21s (TS1Cii) 1.29s (TS1Fiii / TS5i / TS5Di) 1.24s, 1.28s (TS2Aii / TS5Ci TS5Ci); InTASC 2a, 2b, 2e, 2f, 2g, 2h, 2j, 2o, 3b, 7a, 7b, 7c, 7d, 7f, 7g, 7j, 7k, 7L, 7n, 7p, 7q, 8b, 8g, 8k, 8L, 8n, 8p.
ASSESSMENT – EXAMS QUIZZES & FINAL Standards: ELAR: EC6(4-8) 3.3k (2.3k) 3.4k 3.1s (3.3s) ca3.2s 4.9k (2.11k) 5.1s (3.3s) 5.7s (3.1s) 10.3k (8.3k) 4.9s (2.1s) / E PR (TS) 1.21k 1.19s (TS1Bii) 1.29s (TS1Fiii /TS5i / TS5Di) / Detection & Education of Students w Dyslexia

SLO 3.2 – TC understand essential components of a direct model lesson plan and how to support guided reading and word study lessons incorporating Blooms scaffolding, TEKS, and the ELP’s LO TEKS.

ASSESSMENT – LESSON PLANS (Direct model lesson plan for explicit systematic hands-on Word Study Phonics lesson using Beck book; Before, During, After / Prediction for Comprehension plan using flexible guided reading group / all based on TEKS and incorporating LO TEKS). EPR (TS) Standards: All Lesson Plans address this Knowledge (K): 1.2(TS2Ci), 1.3 (TS2Ci), 1.7 (TS3Ci0, 1.11 (TS3Aii), 1.12, 1.13 (TS1Aii), 1.14 (TS1Diii), 1.16, 1.19, 1.21, 1.24, 1.25, 1.26 (TS5Ai) All Lesson Plans address these Skills (S): 1.1(TS1Bi), 1.2(TS2Bi / TS2Ci), 1.3(TS1Ci), 1.4, 1.6(TS3Bi), 1.7(TS1Ai), 1.8(TS3Bi), 1.9(TS1Aii), 1.11 (TS3Bii), 1.12, 1.13, 1.14(TS2Bi), 1.15, 1.16(TS1Cii), 1.19(TS1Bii), 1.20(TS1Bii), 1.21(TS1Ci), 1.24, 1.28(TS2Ai / TS5Ci / TS5Ci), 1.16, 1.19, 1.21, 1.24, 1.28 (TS2Ai/TS5Ci/TS5Ci), 1.29 (TS1Fii / TS5Bi / TS5Di)

PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; AMLE 4; InTASC 6e, 6t. Upon completion of this course, teacher candidates are expected to understand the following (SLOs):

SLO 4.1 – TC understand how to use observations such as anecdotal records, checklists, and note taking as informal assessment tools across multiple learning situations supported by TEKS (grade level Texas Essential Knowledge and Skills) for planning instruction.

ASSESSMENT – SPELLING INVENTORY & Word Study Lesson Plan TC evaluate student spelling and make recommendations for an explicit systematic hands-on word study lesson using Beck phonics book. Standards: ELAR EC6 PPR (4-8 in) Standards: ELAR EC6 (4-8): 3.4k, 3.2s, 3.3s (2.1s), 4.9k (2.11k), 5.2k (3.3k), 5.4k (3.6k) – 5.9k (3.9k) – 5.1s (3.3s)– 5.4s (3.3s / 3.5s) – 5.8k (8.3k) – 5.7s (5.1s) – 8.1s (10.1s) - 10.1k (8.1k)– 10.2k (8.3k) – 10.3k (8.3k) – Dyslexia IDA Content Sect 1: A, C1,2,6; E PR (TS)1.2k (TS2Ci), 1.3k (TS2Ci), 1.16k, 1.25k, 1.7s (TS1Ai), 1.8s (TS3Bii), 1.24s, 1.28s (TS2Ai / TS5Ci TS5Ci); InTASC 6e, 6p, 6t.

ASSESSMENT – RUNNING RECORD TC assess reading progress using informal running records, analyze it, and make recommendations for improvement supported by TEKS. Standards: ELAR EC6 (4-8 in parenthesis 1) 4.6K (2.8k) 5.2k 5.3k 5.6k (3.2k) 5.5k (3.7k) 5.7k (3.10k) 5.8k (8.3k) 5.9k (3.9k) 5.2s 5.6s (3.6s) 5.7s (5.1s) 6.1k (3.2k) 6.2k (3.8k) 6.3k 6.4k (3.9k) 6.9k (3.6k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 6.6s (3.8s) 8.1s (10.1s) 8.2s (10.2s) 8.3s (10.3s) 10.1k (8.1k) 10.2k (8.3k) 10.3k (8.3k) 10.8k (8.6k) (4-8 / 8.5k) / E PR (TS in) 1.2k (TS2Ci) 1.3k (TS2Ci) 1.16k 1.25k 1.7s (TS1Ai) 1.8s (TS3Bii) 1.24s 1.28s (TS2Ai / TS5Ci TS5Ci) 1.29s (TS1Fii / TS5i / TS5Di) / Dyslexia IDA Content Sect 1: C2,3; InTASC 6e, 6t.

ASSESSMENT – LESSON PLANS TC can plan lessons using TEKS based on various assessments. E PR (TS) Standards: All Lesson Plans address this Knowledge (K): 1.2(TS2Ci), 1.3 (TS2Ci), 1.7 (TS3Ci0, 1.11 (TS3Aii), 1.12, 1.13 (TS1Aii), 1.14 (TS1Diii), 1.16, 1.19, 1.21, 1.24, 1.25, 1.26 (TS5Ai) All Lesson Plans address these Skills(S): 1.1(TS1Bi), 1.2(TS2Bi / TS2Ci), 1.3(TS1Ci), 1.4, 1.6(TS3Bi), 1.7(TS1Ai), 1.8(TS3Bii), 1.9(TS1Aii), 1.11 (TS3Bii), 1.12, 1.13, 1.14(TS2Bi), 1.15, 1.16(TS1Biii), 1.19(TS1Bii), 1.20(TS1Bii), 1.21(TS1Ci), 1.24, 1.28(TS2Ai / TS5Ci / TS5Ci), 1.16, 1.19, 1.21, 1.24, 1.28 (TS2Ai/TS5Ci/TS5Ci), 1.29 (TS1Fii / TS5Bi / TS5Di); InTASC 6r.

ASSESSMENT – EXAMS QUIZZES & FINAL Standards: ELAR EC6 (4-8 parenthesis): 2.3k 2.3s 3.4k 4.9k (2.11k) 5.1k (3.1k) 5.5k (3.7k) 5.8k (8.3k) 5.7s (3.1s) 7.5k (4.3k) 10.1k (8.1k) 10.3k (8.3k) (4-8 / 8.5k) 4.9s (2.1s) 6.1k (3.2k) 6.1s (3.1k) (4-8 / 3.4k) / E PR (TS) 1.28s (TS2Ai / TS5Ci TS5Ci) 1.24k 1.19s (TS1Bii) 1.24s 1.29s (TS1Fii / TS5i / TS5Di) Detection & Education of Students w Dyslexia

SLO 4.2 – TC understand the basic principles (administration, analysis, and interpretation) of formal (standardized) and informal (non-standardized) assessment (e.g., spelling inventory, DIBELS, Observation
ASSESSMENT – SPELLING INVENTORY & Word Study Lesson Plan TC evaluate student spelling and make recommendations for explicit systematic hands-on word study lesson using Beck phonics book.

Standards: ELAR EC6 (4-8): 3.4k, 3.2s, 3.3s (2.1s), 4.9k (2.11k), 5.2k (3.3k), 5.4k (3.6k) – 5.9k (3.9k) – 5.1s (3.3s) – 5.4s (3.3s) / 5.5s – 5.8k (8.3k) – 5.7s (5.1s) – 8.1s (10.1s) – 10.1k (8.1k) – 10.2k (8.3k) – 10.3k (8.3k) – Dyslexia IDA Content Sect 1: A, C1,2,6 / E PR (TS): 1.2k (TS2Cii), 1.3k (TS2Ci), 1.16k, 1.25k, 1.7s (TS1Ai), 1.8s (TS3Bi), 1.24s, 1.28s (TS2Ai / TS5Ci / TS5Cii)

ASSESSMENT – MONITORING PROGRESS (CBM) TC use assessment and technology to monitor reading progress and reflect on teaching decisions and evidence-based strategies to improve instruction.

Standards: ISTE 6b; ELAR EC6 (4.9s (2.1s) 5.3k (3.5k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 8.3s (10.3s) 10.2k (8.3k) / Dyslexia IDA Content Sect 1: D / E PR (TS) 1.2k (TS2Cii) 1.3k (TS2Ci) 1.13k (TS1Ai) 1.14k 1.16k 1.24k 1.25k 1.7s (TS1Ai) 1.24s 1.28s (TS2Ai / TS5Ci / TS5Cii) 1.29s (TS1Fii / TS5i / TS5Dii); and Tech EP 4.1k (ISTE 1b), 4.2k (ISTE 2d,3d); InTASC 4a, 4d, 6b, 6o.

ASSESSMENT – RUNNING RECORD TC assess reading progress using informal running records, analyze it, and make recommendations for strategic improvement based on that assessment. Standards: ELAR EC6 (4-8 in) 4.6k (2.8k) 5.2k 5.6k 5.6k (3.2k) 5.5k (3.7k) 5.7k (3.10k) 5.8k (8.3k) 5.9k (3.9k) 5.2s 5.6s (3.6s) 5.7s (5.1s) 6.1k (3.2k) 6.2k (3.8k) 6.3k 6.4k (3.9k) 6.6k (3.9k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 6.6s (3.8s) 8.1s (10.1s) 8.2s (10.2s) 8.3s (10.3s) 10.1k (8.1k) 10.2k (8.3k) 10.3k (8.3k) 10.8k (8.6k) (4-8 / 8.5k) / E PR (TS in) 1.2k (TS2Cii) 1.3k (TS2Ci) 1.16k 1.25k 1.7s (TS1Ai) 1.8s (TS3Bi) 1.24s 1.28s (TS2Ai / TS5Ci / TS5Cii) 1.29s (TS1Fii / TS5i / TS5Dii) / Dyslexia IDA Content Sect 1: C2,3

ASSESSMENT – LESSON PLANS TC use various assessments to inform instruction and lesson plan writing.

E PR (TS) Standards: All Lesson Plans address this Knowledge (K): 1.2(TS2Cii), 1.3 (TS2Ci), 1.7 (TS3Ci0, 1.11 (TS3Aii), 1.12, 1.13 (TS1Ai), 1.14 (TS1Dii), 1.16, 1.19, 1.21, 1.24, 1.25, 1.26 (TS5Ai) All Lesson Plans address these Skills(S) 1.1(TS1Bi), 1.2(TS2Bi / TS2Cii), 1.3(TS1Ci), 1.4, 1.6(TS3Bi), 1.7(TS1Ai), 1.8(TS3Bi), 1.9(TS1Aii), 1.11 (TS3Bi), 1.12, 1.13, 1.14(TS2Bi), 1.15, 1.16(TS1Cii), 1.19(TS1Bi), 1.20(TS1Bi), 1.21(TS1Ci), 1.24, 1.28(TS2Ai / TS5Ci / TS5Cii), 1.16, 1.19, 1.21, 1.24, 1.28 (TS2Ai/TS5Ci/TS5Cii), 1.29 (TS1Fii / TS5i / TS5Di)

ASSESSMENT – EXAMS: QUIZZES & FINAL. Standards: ELAR EC6 (4-8): 2.3k 2.3s 3.4k 4.9k (2.11k) 5.1k (3.1k) 5.5k (3.7k) 5.8k (8.3k) 5.7s (3.1s) 7.5k (4.3k) 10.1k (8.1k) 10.3k (8.3k) (4-8 / 8.5k) 4.9s (2.1s) 6.1k (3.2k) 6.3s (3.1k) (4-8 / 4.3k) / E PR (TS) 1.28s (TS2Ai / TS5Ci TS5Cii) 1.24k 1.19s (TS1Bi) 1.24s 1.29s (TS1Fii / TS5i / TS5Di) Detection & Education of Students w Dyslexia

SLO 4.3 - TC know the characteristics of, and are able to support, students with dyslexia.

ASSESSMENT – RESEARCH POST TC research and share peer-reviewed information about phonemic awareness and the alphabetic principle which have predictive validity re future reading success. Standards: ELAR: EC6 2.5s 1.8s (1.12s), 2.4s, 3.5s / Dyslexia IDA Sect. 1 A,B,C,1, C2 / E PR (TS): 1.11k (TS3Aii) 1.7s (TS1Ai); Tech EP 2.4k (ISTE 3a,3b,3c), 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d); InTASC 4e, 4h, 4k, 4o.

ASSESSMENT – ESSAY TC how to teach a child to read which includes supporting children with dyslexia.

Standards: E PR (TS) 1.14k 1.25k 1.2s (TS2Bii / TS2Cii) 1.3s (TS1Ci) 1.9s (TS1Aii) 1.15s 1.19s (TS1Bi) 1.28s (TS2Ai / TS5Ci TS5Cii) / Dyslexia ID Content Sect 1: C1 C-5, D, E; InTASC 6a.

ASSESSMENT – MONITORING PROGRESS (CBM) TC use assessment and technology to monitor reading progress of at risk and struggling students and they reflect on teaching decisions and evidence-based strategies to improve instruction.

Standards: ELAR 4.9s (2.1s) 5.3k (3.5k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 8.3s (10.3s) 10.2k (8.3k) / Dyslexia IDA Content Sect 1: D / E PR (TS) 1.2k (TS2Cii) 1.3k (TS2Ci) 1.13k (TS1Ai) 1.14k 1.16k 1.24k 1.25k 1.7s (TS1Ai) 1.24s 1.28s (TS2Ai / TS5Ci TS5Cii) 1.29s (TS1Fii / TS5i / TS5Di); and Tech EP 4.1k (ISTE 1b), 4.2k (ISTE 2d,3d).
ASSESSMENT – EXAMS: QUIZZES /FINAL Standards: ELAR: EC6 (4-8): 4.9s (2.1s) 6.1k (3.2k) 6.1s (3.11k (4-8 / 3.4k) / E PR (TS) 1.11k (TS3Aii) 1.21k 1.24k 1.2s (TS2Bii / TS2Ciii) 1.3s (TS1Ci) 1.19s (TS1Bii) Detection & Education of Students w Dyslexia

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

D2L Support -
- For D2L technical support, contact student support in the Office of Instructional Technology at d2l@sfasu.edu or 936-468-1919. If you need assistance after regular business hours, please use the Support – Live Chat on your D2L homepage.
- To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you will find written instructions and video tutorials.
- For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

Dropbox Assignments / Quizzes to Complete –

DROPBOX ASSIGNMENTS: (will add up to 48 points)
1. Module 1: Setting Up for Success
2. Module 3: Running Record
3. Module 6: PA Guided Reading Lesson Plan
4. Module 6: Weebly Update with PA Parent Newsletter
5. Module 7: Phonics Guided Reading Lesson Plan
6. Module 7: Weebly Update with Phonics Parent Newsletter
7. Module 8: Fluency Guided Reading Lesson Plan
8. Module 8: Weebly with Fluency Parent Newsletter
9. Module 9: Vocabulary Guided Reading Lesson Plan
10. Module 9: Weebly with Vocabulary Parent Newsletter
11. Module 10: Comprehension Guided Reading Lesson Plan
12. Module 10: Weebly with Comprehension Parent Newsletter

QUIZZES & COMPREHENSIVE FINAL EXAM: (will add up to 52 points)
1. Module 2: Effective Reading Instruction (6)
2. Module 5: Developing Children’s Oral Language (6)
3. Module 6: Early Reading Instruction – Phonological / Phonemic Awareness (6)
4. Module 7: Phonics and Word Recognition (6)
5. Module 8: Reading Fluency (6)
6. Module 9: Increasing Vocabulary (6)
7. Module 10: Teaching Reading Comprehension (6)
8. COMPREHENSIVE Final Exam (10)

Late work

Late work is NOT accepted except in the event of death of an immediate family member or serious illness and with proper documentation; consideration may be made at the discretion of
the professor. Late work that is accepted should be submitted within one week (7 days) of returning to class. It is highly recommended that you still complete the assignment and read the required notes and articles to gain the knowledge needed, but a grade of zero will still be entered. See more detail in Attendance Policy section below.

**Professionalism**

You are expected to show initiative and to **actively participate** in online and/or face-to-face discussions. To be able to participate, you must regularly log-on to the course if you are an online student or have regular attendance of you are in the face-to-face class. Unexcused absences will result in a loss of points in your Discussion grade(s). 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 and/or face-to-face classroom environment. Work is to be professional, neat and have the quality and integrity expected of a future teacher. **Correspondences, whether by e-mail or in writing are expected to be professional.**

### IV. Evaluation and Assessment (Grading):

Earned grades will be assigned at the end of the semester on the following basis:

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<tbody>
<tr>
<td>Dropbox</td>
<td>48%</td>
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<tr>
<td>Quizzes &amp; Exam</td>
<td>52%</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>90 – 100%</td>
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<td><strong>B</strong></td>
<td>80 – 89%</td>
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<tr>
<td><strong>C</strong></td>
<td>70 – 79%</td>
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<td><strong>F</strong></td>
<td>69 and below</td>
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Please note: **extra credit assignments are not an option for this course.**

### V. Course Timeline:

A separate course timeline is located at the end of this document.

### VI. *Recommended & Required Textbooks & Materials:

- Reutzel, Teaching Children to Read: Teaching children to read: The teacher makes the difference (8th ed.). New York, NY: Pearson.
- Informal Reading Assessment Data Booklet (2018). Compiled by Dr. Pamela (Cheatham) Vaughn. Available within D2L Module Resources
- The English Language Proficiency Standards (ELPS). The University of Texas
As of now, this course does NOT have a LiveText assessment.

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. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. 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 Policy 6.7:

Due to the nature of the class, participation is critical. Being an active face-to-face and/or 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.

Regular class attendance and participation is required of all students. Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work within one week (7 days) of return. It is your responsibility to make arrangements with your professor to establish dates for when make-up is due. Excused absences include illness with a doctor’s note and/or death of an immediate family (father, mother, sibling, grandparent) with funeral documentation. It will be your responsibility to inform the SFA
Student Services of your absence and upload absence documentation in the D2L Dropbox – Absence Verification folder.

**Students with Disabilities:**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students 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/](http://www.sfasu.edu/disabilityservices/).

**Academic Integrity Policy 4.1:**

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 policy 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 when, in fact, it is at least partly the work of another; 2) submitting a 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 [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp).

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades Policy 5.5:**

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.

**Student Code of Conduct Policy 10.4:**

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. 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 policy 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**IX. Additional Information:**

**Texas Certification/Licensing:**

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 (date will be given in relevant courses). 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, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texes.ets.org/registrationBulletin/](http://www.texes.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.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or [snyderkel@sfasu.edu](mailto:snyderkel@sfasu.edu).

**Course References:**


Florida State University (2018). Student Center Activities. Retrieved from [http://fcrr.fsu.edu/resources/resources_sca_k-1.html](http://fcrr.fsu.edu/resources/resources_sca_k-1.html)


<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Outside of Class Assignments (possible points)</th>
</tr>
</thead>
</table>
| Wk. 1 8/26-9/1 | **Monday:** Module 1 - Welcome & Intro to RDG 320  
**Wednesday:** Personal Weebly Webpage Showcase  
Module 2 - Effective Reading Instruction: The Seven Pillars of Effective Reading Instruction & The Big Five | • Module 1: Setting Up for Success  
○ D2L Dropbox: Personal Weebly Page {4} - Due Wednesday, 8/28 @ 12:00 PM  
• Module 2: Effective Reading Instruction  
○ D2L: Reading Assignment, take notes - Due Wednesday, 8/28 @ 12:00 PM  
○ D2L Quiz (6) with two attempts  
  ▪ 1st attempt due Wednesday, 8/28 @ 12:00 PM  
  ▪ 2nd attempt due Sunday, 9/1 @ 10:00 PM |
| Wk. 2 9/2-8   | **Monday:** Module 3 - Running Records, Part 1  
**Wednesday:** Module 3 - Running Records, Part 2 | • Module 3: Running Records  
○ D2L Reading Assignment, take notes - Due Monday, 9/2 @ 12:00 PM  
○ D2L Dropbox: 9/8 @ 10:00 PM |
| Wk. 3 9/9-15  | **Monday:** Module 4 - Guided Reading  
**Wednesday:** Module 5 - Developing Children’s Oral Language | • Module 4: Guided Reading  
○ D2L Reading Assignment, take notes - Due Monday, 9/9 @ 12:00 PM  
• Module 5: Developing Children’s Oral Language  
○ D2L Reading Assignment, take notes - Due Wednesday, 9/11 @ 12:00 PM  
○ D2L Quiz (6) with two attempts  
  ▪ 1st attempt due Wednesday, 9/11 @ 12:00 PM  
  ▪ 2nd attempt due Sunday, 9/15 @ 10:00 PM |
| Wk. 4 9/16-22 | **Monday:** Module 6 - Early Reading Instruction – Phonological / Phonemic Awareness (PA)  
**Wednesday:** Module 6 - PA Assessments with Practice and Analysis  
○ Kindergarten Phonological Awareness Test (KPAT)  
○ Yopp-Singer | • Module 6: Early Reading Instruction – Phonological / Phonemic Awareness (PA)  
○ D2L Reading Assignment, take notes - Due Monday, 9/16 @ 12:00 PM  
○ D2L Quiz (6) with two attempts  
  ▪ 1st attempt due Monday, 9/16 @ 12:00 PM  
  ▪ 2nd attempt due Sunday, 9/22 @ 10:00 PM |
| Wk. 5 9/23-29 | **Monday:** Module 6 - PA GR Lesson Planning  
**Wednesday:** Module 6 –  
○ Weebly PA Parent Newsletter Showcase  
○ PA GR lesson with Florida Center for Reading Research (FCRR) activity | • Module 6: Early Reading Instruction – Phonological / Phonemic Awareness (PA)  
○ D2L Dropbox PA GR Lesson Plan with FCRR Activity (4), 9/23 @12:00 PM  
○ D2L Dropbox Weebly Update – PA Parent Newsletter (4), 9/23 @12:00 PM |
| Wk. 6 9/30-10/6 | **Monday:** Module 7 - Phonics & Word Recognition  
**Wednesday:** Module 7 - Phonics Assessment with Practice and Analysis  
○ Quick Phonics Screener (QPS) | • Module 7: Phonics & Word Recognition  
○ D2L Reading Assignment, take notes - Due Monday, 9/30 @ 12:00 PM  
○ D2L Quiz (6) with two attempts  
  ▪ 1st attempt due Monday, 9/30 @ 12:00 PM  
  ▪ 2nd attempt due Sunday, 10/6 @ 10:00 PM |
| Wk. 7 10/7-13 | **Monday:** Module 7 - Phonics GR Lesson Planning  
**Wednesday:** Module 7  
○ Weebly Phonics Parent Newsletter Showcase  
○ Phonics GR lesson with FCRR activity | • Module 7: Phonics GR Lesson Planning  
○ D2L Dropout Phonics GR Lesson Plan with FCRR Activity (4), 10/7 @12:00 PM  
○ D2L Dropbox Weebly Update – Phonics Parent Newsletter (4), 10/9 @12:00 PM |
### TENTATIVE - RDG 320 Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Outside of Class Assignments (possible points)</th>
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<tbody>
<tr>
<td>Wk. 8</td>
<td><strong>Monday:</strong> Module 8 - Reading Fluency</td>
<td><strong>Module 8: Reading Fluency</strong></td>
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<tr>
<td>10/14-20</td>
<td><strong>Wednesday:</strong> Module 8 - Fluency Assessments with Practice and Analysis</td>
<td>o D2L Reading Assignment, take notes - Due Monday, 10/14 @ 12:00 PM</td>
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<td>o Word Count Per Minute (WCPM)</td>
<td>o D2L Quiz (6) with two attempts</td>
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<td></td>
<td>o Fluency Multiple-Dimensional Scale</td>
<td>o 1st attempt due Monday, 10/14 @ 12:00 PM</td>
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<td>o 2nd attempt due Sunday, 10/20 @ 10:00 PM</td>
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<td>Wk. 9</td>
<td><strong>Monday:</strong> Module 8 – Reading Fluency GR Lesson Planning</td>
<td><strong>Module 8: Reading Fluency</strong></td>
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<tr>
<td>10/21-27</td>
<td><strong>Wednesday:</strong> Module 8</td>
<td>o D2L Dropbox Fluency GR Lesson Plan with FCRR Activity (4), 10/23 @12:00 PM</td>
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<td></td>
<td>o Weebly Fluency Parent Newsletter Showcase</td>
<td>o D2L Dropbox Weebly Update – Fluency Parent Newsletter (4), 10/23 @12:00 PM</td>
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<td>o Fluency GR lesson with FCRR activity</td>
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<td>Wk. 10</td>
<td><strong>Monday:</strong> Module 9 - Increasing Vocabulary</td>
<td><strong>Module 9: Increasing Vocabulary</strong></td>
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<tr>
<td>10/28-11/3</td>
<td><strong>Wednesday:</strong> Module 9 - Vocabulary Assessments with Practice and Analysis</td>
<td>o D2L Reading Assignment, take notes - Due Monday, 10/28 @ 12:00 PM</td>
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<td>o Oral Reading Test</td>
<td>o D2L Quiz (6) with two attempts</td>
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<td>o Cloze</td>
<td>o 1st attempt due Monday, 10/28 @ 12:00 PM</td>
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<td>o Maze</td>
<td>o 2nd attempt due Sunday, 11/3 @ 10:00 PM</td>
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<td>Wk. 11</td>
<td><strong>Monday:</strong> Module 9 - Vocabulary GR Lesson Planning</td>
<td><strong>Module 9: Increasing Vocabulary</strong></td>
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<td>11/4-10</td>
<td><strong>Wednesday:</strong> Module 9</td>
<td>o D2L Dropbox Vocabulary GR Lesson Plan with FCRR Activity (4), 11/6 @12:00 PM</td>
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<td>o Weebly Vocabulary Parent Newsletter Showcase</td>
<td>o D2L Dropbox Weebly Update – Vocabulary Parent Newsletter (4), 11/6 @12:00 PM</td>
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<td>o Vocabulary GR lesson with FCRR activity</td>
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<td>Wk. 12</td>
<td><strong>Monday:</strong> Module 10 - Comprehension</td>
<td><strong>Module 10: Comprehension</strong></td>
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<td>11/11-17</td>
<td><strong>Wednesday:</strong> Module 10 - Comprehension Assessment with Practice and Analysis</td>
<td>o D2L Reading Assignment, take notes - Due Monday, 11/11 @ 12:00 PM</td>
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<td>o Oral Retell</td>
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<td>o 1st attempt due Monday, 11/11 @ 12:00 PM</td>
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<td>o 2nd attempt due Sunday, 11/17 @ 10:00 PM</td>
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<td>Wk. 13</td>
<td><strong>Monday:</strong> Module 10 - Comprehension GR Lesson Planning</td>
<td><strong>Module 10: Comprehension</strong></td>
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<td>11/18-24</td>
<td><strong>Wednesday:</strong> Module 10</td>
<td>o D2L Dropbox Comprehension GR Lesson Plan with FCRR Activity (4), 11/20 @12:00 PM</td>
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<td>o Weebly Comprehension Parent Newsletter Showcase</td>
<td>o D2L Dropbox Weebly Update – Comprehension Parent Newsletter (4), 11/20 @12:00 PM</td>
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<td></td>
<td>o Comprehension GR lesson with FCRR activity</td>
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<tr>
<td>11/25-12/1</td>
<td>Thanksgiving Holiday</td>
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<td>Eat turkey &amp; give thanks!</td>
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<tr>
<td>Wk. 14</td>
<td><strong>Monday:</strong> Individual meetings with Dr. Vaughn</td>
<td><strong>Begin studying for Final Exam – review notes from class and D2L Modules</strong></td>
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<td>12/2-12/8</td>
<td>o time TBA</td>
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<td><strong>Wednesday:</strong> Prepare for Final Exam</td>
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<td>Wk. 15</td>
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<td><strong>Comprehensive Final Exam</strong></td>
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<td>12/9</td>
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<td>Monday, 12/9 from 8:00 AM - 10:00 PM</td>
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