Instructor: Dr. Carolyn Abel
Office: 201-M ECRC
Office Phone: 936-468-2904
Course Pages: http://D2L.sfasu.edu

Time/Location: T/H 215 ECRC; 9:30 & 11am
Office Hours: TBA on D2L home page
Credits: 3 credit hours
Email: cabel@sfasu.edu (D2L preferred)

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

I. Course Description—An examination of the conditions, assessments, and instructional practices that foster emergent literacy development.

There are no LIVE TEXT (Watermark) assignments in this course.
One book is assigned for this course; see section VI.

RDG 320 is an introductory 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 web-enhanced course, you will be learning how young children enter into 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 copy-cat ‘reader’ to the mature level 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 become 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 come to 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 skills needed for reading?
  What are the stages of reading development?
  How do I teach it?
  How do I test 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 Science of Teaching Reading (STR). Today’s teachers are accountable. Read about our national duty to Leave No Child Behind (NCLB) www.youtube.com/watch?v=LV7od-RU1Jw and the current Every Child Succeeds Act (ESSA) http://www.ed.gov/eesa
II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)

Course Alignment:
This is what you will learn, and how you will be assessed, in this course.

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
- 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 (in blue) at the end of this syllabus. 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:

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 Blooms 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.

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

OVERVIEW: RDG 320 / 3305 “Language & Literacy 1” (3 credits) meets online http://d2l.sfasu.edu for 15 weeks. Class preparation and participation is expected to demand approximately 8 hours per week of your serious investment of time devoted to mastering course content (this is equivalent to expectations for the typical face to face class delivered in 75 min sessions twice weekly of approximately 2 hours of outside prep for each hour of in-class time, or approx. 5 hours/week outside prep). This course includes a detailed calendar which will guide you through the content modules you are expected to read carefully, retakable quizzes to help you master the content you are learning, and multiple assignments to give you the opportunity to apply what you are learning to “show you know” how to teach young children to read. Assignments include Research Discussion of SBRR skills, sharing a Flyer/Newsletter informing parents of SBRR skills, creation of two lesson plans reflecting the ‘word building’ phonics teaching strategy and guided reading focused on comprehension and prediction skills, assessment of children’s reading and how to improve it, monitoring instruction and what to do when a child falls behind, plus a final exam, part of which is in essay format specifically addressing how to teach children to read. This course invites students to email an assignment for free feedback/tips before submitting it for a grade to better ensure content understanding and clarification of expectations. Course fees are used to purchase interactive table activity materials, scantrons, & supplemental handouts.
ASSIGNMENTS:

1 point – HELLO – introduction posting in Discussions (bonus point); 1 bonus point for SURVEY and Pretest QUIZ, also.

30 points – Research Discussion – Phonemic Awareness and Alphabetic Principle – Teachers continue their own professional development beyond certification and for life. You will search for current research articles on phonemic awareness and the alphabetic principle and select one to share with the class in our Discussion Board area of D2L. You will POST your summary in DISCUSSIONS, read the others, and thoughtfully respond to one other posting that has not yet received comment (optional for summer class). SLO Standards 1.4, 1.5, 4.3

40 points – Parent Newsletter – Parent Support to develop SBRR skills at home – You will create a newsletter/flyer informing parents/guardians of a simple activity they may use to engage their child at home to help build language, phonological/phonemic awareness, phonics, and/or fluency skills. After posting in DISCUSSIONS, you will review others and respond thoughtfully to one who has not yet received comment (optional for summer). SLO Standards 1.2, 1.4, 1.5, 1.6, 1.7, 2.1

50 points – Spelling Inventory and Lesson Plan aligned with TEKS (Word Study Phonics). You will evaluate a child’s spelling and develop a direct model word study lesson plan to improve that child’s phonics skills (aligned with TEKS and LO TEKS). SLO Standards 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3

25 points – Running Record Test and Analysis. You will take a running record of a child’s reading, analyze the miscues, assess the results, and recommend instruction to improve reading. Practiced often in class.

30 points – Guided Reading Lesson Plan aligned with TEKS – Comprehension Focus (Super Kids). You will write a guided reading lesson plan to support a small group of children’s reading comprehension skills. This plan will be modeled for you step-by-step via video and aligned with TEKS and LO TEKS (predict/confirm). SLOs 1.1, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.2, 4.1, 4.2

50 points – CBM Progress Monitoring assignment. An introduction to Curriculum Based Measurement and Monitoring Instruction. You will chart, analyze, and reflect on a child’s reading progress.

SLO Standards 1.5, 1.6, 1.7, 2.1, 2.2, 4.2

225 points – Class Attendance, Participation, and Quizzes. You are expected to remember to sign in daily for attendance credit, bring your Lecture Packet daily, and to participate fully and enthusiastically (all technology turned off & out of sight upon entering classroom). Breakdown for this grade: 45 points attendance, 20 points participation, 160 points class quizzes. Discussed first week of class. Daily quizzes reinforce content learned. SLO Standards – All are covered in weekly class quizzes.

SLO Standards covered in table activities – 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 3.1, 3.2, 4.2

550 points – Exams There is a midterm (200 points) and a 2-part final exam which includes an essay written in class (100 points) and comprehensive m/c final exam (250 points). All SLO standards are covered in these exams.

Midterm Exam, heavy emphasis on phonemic awareness, phonics, language development, SBRR skills, CAP Final Exam, heavy emphasis on assessment, phonics, text types, lesson planning, fluency, vocabulary, comprehension Essay Exam, heavy emphasis on levels, stages, and skills for reading success; building fluency; word ID; how to teach reading; ESL and dyslexic students; assessment; intervention; & comprehension.

FINAL GRADING:
You may earn a maximum total of 1000 POINTS (plus 3 bonus points) in this course. We are not averaging scores. Earn 900 or more total points = receive a course grade of A; earn 800 – 899 = B; 700 – 799 = C; 600 – 699 = D; <600 = F

Grade book Location: look above the course pages in D2L, click GRADES, read the feedback there, and then click the tiny calculator ICON at the top to see your TOTAL POINTS listed.

You do not need to access to a ‘real child’ to complete course assignments. Refer to the CALENDAR for tentative readings and assignment DUE dates. Stay abreast of any updates in class.

Grading Rubrics. There is a summary list of tentative RUBRICS for all assignments following the syllabus in D2L. Please ASK when assignment expectations are not clear.

Emergency Situations. Please let me know ASAP when hospitalized or something serious interferes with your ability to progress through this course. For any modifications to be made for extenuating circumstances, official documentation must be provided.

Late Work is accepted with “late penalty of minus one letter grade.” Submit late work immediately upon return to class. Make up missed work or quiz ASAP; the longer you wait, the more points subtracted.
LATE ASSIGNMENTS and quizzes/exams should be accompanied with an excuse to explain; forgiveness of ‘late point loss’ will be determined at professor discretion. If you are concerned about being late or absent, submit assignments early (and sign the early submission sheet). Note that early submissions are not typically graded until the week it is due. Late assignments may receive a holistic grade (A,B,C…) without feedback.

Email. Please use D2L (click onto Class List) and put your NAME and SECTION in the SUBJECT area or it may be returned. Example: 320.003-SueSmith-Emergency or 320.002-TomJones-FeedbackRequest

Do Your Best Work and Request Feedback as needed. Work ahead and if uncertain about any assignment, please ASK. Feel free to email or share an assignment for quick feedback up to a week before it is due but be sure it is a final draft and not a sloppy copy. There are NO RE-Dos once work is submitted and graded.

Quizzes. Only quizzes given in class using scantrons count for a grade in this course. All others are for review only.

Technology Use, Support, Videos. It is expected that you have sufficient computer access and skills to participate in any online activities and readings. Let me know the first week of class if any of this is a problem for you. SFA Online http://www.sfaonline.info/ Tech Support, browser settings, & free software: 936-468-4357 or 1919 http://www.sfaonline.info/#supportandtutorials-c1pna Video Link Problem. DID YOU cut/paste it into a new browser? Did you try to ‘download’ it to open and view it? Send me the actual LINK and tell me WHERE you found it (page name) so I may check quickly and get back to you.

Technology and Texas Teachers. Texas teachers are expected to be able to use, model, and teach technology skills (TA TEKS) to their students http://tea.texas.gov/index2.aspx?id=6230&menu_id=2147483665

A Live Person on campus. Call 468-4357 (468-HELP) to speak to a real live person who can assist with computer related issues. Walk-in support on campus http://www.sfasu.edu/tsc/

IV. Evaluation and Assessments (Grading)
Assignments are listed with point value and described in section III above. The Calendar lists specific DUE dates; see section V below. Grading Rubrics (tentative) are provided at the beginning of the D2L course content modules. Special Documented Needs – email requests / reminders / concerns using D2L email (click onto class list) or stop up after class or visit during office hours. Keep in mind that your professor is never told about your specific situation unless you share it.

Professor Judgment. There are intangibles to learning that cannot always be captured objectively. Professional educators, given their education and experience, come to recognize that individual students may understand more or less than “objective criteria” reveal. In this course, your grade may improve if, for example, informal talks outside of class, or perceptive questions and creative answers during class or on exams or assignments, indicate a significantly greater competence and understanding of the material than objectively demonstrated for that particular overall final grade of B, C, D, or F.

Drop Box Area. Ignore this area (It is for WEB courses only). You will submit all assignments in class except for the Research Posting and the Parent Newsletter/Flier which you will POST in DISCUSSIONS.

Plan ahead and Save Copies. Technology is unreliable and so is life; plan and complete work ahead of time. Keep copies of all work submitted.

Mid-Semester Grades. Midterm grades will not be posted (University Policy A-54 only requires this for 100-200 level courses). Because many of the points earned during the first half of the semester are more easily acquired due to the collaborative nature of the group table quizzes, etc, the number of points you will have acquired by mid semester will not accurately predict your final grade for this course. If you are still looking for some way to gauge your current success in this course, consider how well you did on the midterm. If you did well, keep up the good progress; if not, this is the time to stop in to see me and to work hard to made changes to ensure a better overall course grade by the end of the semester.
**University Attendance Policy.** University and department policies require evidence of attendance and participation of all students in all courses. Students must be attending and participating in all courses to qualify for and to receive financial aid.

*Students reported for non-attendance or non-participation in their courses when census day course rosters are submitted could have their financial aid withdrawn. This includes online courses.*

Abel’s Attendance Policy / READ this carefully; let me know if you have questions. You MUST remember to sign in daily to receive attendance credit. You are permitted 2 absences (one week) before -10 points are subtracted from your attendance grade for each absence; 4 ‘late arrivals’ equal one absence (-10 points). You will find a circle around your name when you arrive late but you should still sign in the circle to receive attendance credit for that (late) day. If you run out of points, your participation grade and then overall grade may be lowered. I do NOT collect excuses; I trust when you miss, it is for a good reason. However, if you miss a QUIZ or MIDTERM, ASSIGNMENT, or FINAL EXAM, an “official excuse” may help reduce a “late point penalty.” While you are encouraged to provide official documentation for missed days of class ON THE LAST DAY OF CLASS IF YOU WISH (turn in stapled highlighted documents to explain), your attendance grade will not change, but this information can help with an otherwise “close grade” if all else indicates strong understanding of course content, enthusiastic class participation, etc. Do not waste those 2 days early in the semester as life has a way of bringing us many unanticipated surprises. Also check SFA policy, section VIII.

**V. Tentative Course Timeline/Calendar**

SFA ACADEMIC CALENDAR [https://orion.sfasu.edu/calendars/](https://orion.sfasu.edu/calendars/)

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<th></th>
<th>MON</th>
<th>TUESDAY</th>
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<th>THURSDAY</th>
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<tr>
<td>JAN 22</td>
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<td><strong>DAY ONE</strong></td>
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<td>24 <strong>DUE by end of TODAY:</strong> Post HELLO in D2L Discussions section</td>
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<td>Read Handout.</td>
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<td>for bonus point. 2 more points may be earned for taking Pretest Quiz &amp; Survey</td>
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<td>Get organized; buy book &amp; 2019 lecture packet.</td>
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<td>TODAY: Read D2L Learning Module 1, Building Blocks for Reading. Prepare for Quiz 1 on Tue by reading module 1 &amp; the syllabus. Bring 882-es long scantron &amp; #2 pencil.</td>
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<td>Homework: Today, Go to D2L <a href="https://d2l.sfasu.edu">https://d2l.sfasu.edu</a> &amp; Read Page One, Syllabus, and the Course SUM step-by-step</td>
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<tr>
<td>Remember to SIGN IN daily</td>
<td>JAN 29</td>
<td><strong>TODAY IN CLASS:</strong> Quiz 1</td>
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<td>31</td>
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<td>Homework: Today, READ D2L Module 2, Skills for Reading. Review RESEARCH POST assignment end of module 2. This is due Sunday; you are to post it in Discussions.</td>
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<td>Homework: READ Mod.3, Approaches to Teaching Reading.</td>
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<td><strong>TODAY IN CLASS:</strong> Quiz 1</td>
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<td>To prepare for quizzes, best to do the readings &amp; attend class.</td>
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<tr>
<td>Did you post your research summary?</td>
<td>FEB 5</td>
<td><strong>TODAY:</strong> Quiz 2</td>
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<td><strong>DUE SUN FEB 3RD Post Research</strong> in D2L Discussions Section. Follow FORMAT provided end of module 2.</td>
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<td>Homework: Mod. 4. Levels &amp; Stages of the Reading Journey.</td>
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| 12   | TODAY: Quiz 3  
READ Beck Book, Chap1 & 3 |
| 14   | READ Beck Book, Chap 4  
READ Mod. 6A – Quick Word ID |
| 19   | TODAY: Quiz 4  
READ Mod. 6B – Language Dev & assessment of Primary Area of Concern (PAC) supporting comprehension |
| 21   | Homework:  
READ Mod 7A (Phonics)  
Practice Phonics OFTEN; you must master basic phonics to teach reading & writing to young children  
http://English.Glen dale.cc.ca.us/phon ics.html |
| 26   | TODAY: Quiz 5  
READ Mod. 7B (Strategies for Teaching Reading) |
| 28   | Work on Parent NEWSLETTER / FLYER assignment explained at the end of module 7B and in class. |
| MAR  5 | READ Beck Book, Chap 2  
TODAY: Quiz 6 |
| 7    | DUE: Post Newsletter  
Explained end of module 7B.  
Homework: READ Module 8, assessment |
| 12   | TODAY: Quiz 7  
Today: Read module 9 on Diversity. Also read Lecture packet pages on dyslexia & ESL. Remember always to check email before taking this quiz; sometimes there are emailed tips/updates. |
| 14   | TODAY: MIDTERM EXAM  
May use 3x5” notecard of notes both sides |
| 26   | Taking Running Records  
Do not miss class |
| 28   | DUE TODAY in class:  
Spelling assignment scored chart & Word Study Lesson Plan; instructions Mod 10  
READ Mod. 6C – Types of Books |
| APR  2 | THIS WEEK:  
Read Beck book chap 8 |
| 4    | DUE IN CLASS TODAY:  
CBM assignment explained in mod 10 and in packet  
Read Beck book chap 9 - 10 |
| 9    | Read Beck book chap 11-12 |
| 11   | TEST TODAY:  
Running Record  
You may refer to lecture & packet notes |
<p>| 16   | 18 NO CLASS / EASTER Holiday weekend |</p>
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<tr>
<th>Classes</th>
<th>23</th>
<th>25</th>
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<tr>
<td>DUE TODAY</td>
<td>GR Super Kids Comprehension Lesson Plan; INSTRUCTIONS Mod. 10</td>
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<tr>
<th>Complete course evaluations soon</th>
<th>30</th>
<th>MAY 2</th>
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<tr>
<td>Today: Quiz 8 <strong>Remember always to check email before coming to class to take this quiz</strong></td>
<td>Essay Exam Review</td>
<td>Read about the FINAL EXAM PREP, Module 10</td>
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<tr>
<th>DEAD WEEK</th>
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<tr>
<td>Final Exam review</td>
<td>TEST TODAY: ESSAY on How to teach a child to read; written in class / bring blue booklet that I will sign before you begin writing.</td>
<td>Try the practice final exam in quiz section of D2L</td>
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<th>Final Exam Week</th>
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<td>Make copies of pages you wish to keep; courses will shut down soon after grades are posted in MySFA.</td>
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**FINAL EXAMS** Schedule / check here for date/time: [http://www.sfasu.edu/registrar/194.asp](http://www.sfasu.edu/registrar/194.asp)

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**General Sequence of Important Key Concepts**

**Week 1**
- Teaching & Learning
- Routines & Procedures
- Reading Comprehension
- Accountability, SLOs & TEKS
- TPRI, STAAR, NAEP
- NCLB, ESSA, Common Core and CCRS

**Week 2**
- Foundational Skills & Motivation
- STR/SBRR & NELP Skills for Reading
- Read Aloud, Language & Comprehension
- Visual Discrimination
- Phonological & Phonemic Awareness
- Language Development
- Motor Skills & Writing
- Book & Print Concepts
- Behavior Management; Emulation; Parent Support

**Week 3**
- Phonological & Phonemic Awareness Hierarchy
- Alphabetic Principle & reciprocal nature of AP to PA
- Phonics Basics & Word ID / not all words are equal
- Spelling Development; Scoring Inventories
Week 4 Models for Teaching Reading  
Levels & Stages of Reading  
3-Tier Reading Model / RTI & At Risk  
Assessment, Instruction, intervention  
Week 5 Text Types, Leveled Books, Readability  
Running Records & Analysis  
Benchmarks  
Week 6 Shared Reading; Retell Narrative & Expository  
Guided Reading, Reading Workshop, Flexible Groups  
Word Study (word building) using Beck book  
Interactive Writing, Reading Recovery  
Week 7 Development of Fluency  
Morphological Awareness, Multisyllable Words  
Comprehension, Vocabulary, Tier 2 Words  
Week 8 Midterm Review & Exam  
Week 9-16 The 2nd half involves more application of content learned  
Spelling Inventory & Word Study Lesson Plan  
Dyslexia / English Language Learners  
Differentiating Instruction & Maximizing Learning  
CBM progress monitoring  
Running Record & Analysis  
Fluency building; Readers' Theater  
Comprehension; lesson plan using Super Kids book  
Essay – How to teach reading  
Review  

VI. Readings / Required and Recommended

REQUIRED


FREE ONLINE:

Steps to Success: Crossing the Bridge between Literacy Research and Practice By Kristen A. Munger ED.  
(2016) Published by Open SUNY Textbooks, Milne Library. ISBN 978-1-942341-22-2 Retrieved:  
https://milnepublishing.geneseo.edu/steps-to-success/  NOTE: INFO from the following chapters have been integrated into the D2L modules for your convenience: Chap 1 (introd to Literacy); Chap 2 (Evaluating Scientifically Based Approaches); Chap 3 (Quick Word ID); Chap 4 (Word Meaning and Language Development); Chap 6 (writing instruction). Chap 5 (Assessment), Chap 7 (digital literacy), and Chap 8 (ELL support) are optional and recommended.  

Materials: You will also need a large essay booklet, 10 long skinny 882-ES scantrons, #2 pencils.

OPTIONAL You will NOT need the following to pass this course, but some day you may want them in your library.


English Learner (EL) BOOKS – Previously required for ALL “Elem Ed” majors [We will read chapters 1, 6 (to page 153), 7 (to page 182), and chapter 10]: "Strategies for Teaching English Language Learners" (STELL book) by Lynne T. Diaz-Rico, published by Pearson 2013 third edition ISBN 13: 978-0-13-268518-4. We will also read a few pages from the Horwitz book, Becoming a Language Teacher PLEASE NOTE: You will not need these EL texts to pass THIS course, as sufficient information is shared in D2L modules for our needs.

Literacy Begins at Home by the National Institute for Literacy. FREE online: https://lincs.ed.gov/publications/pdf/Literacy_Home.pdf

You may order books at the SFA online book store or through Amazon.com or other: http://sfasu.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=19555

Recommended Resources / some included in course modules:

TEKS http://tea.texas.gov/index2.aspx?id=6148
TA TEKS http://ritter.tea.state.tx.us/rules/tac/chapter126/index.html
TEKS Standards Resource Link http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102899
TPRI https://www.tpri.org/about/what-is-the-tpri.html
PREL, A Focus on Fluency http://www.eric.ed.gov/PDFS/ED481962.pdf
SEDL, Reading Research Evidence https://www.sedi.org/reading/framework/research.html
Scientifically-Based Reading Research http://reading.uoregon.edu/big_ideas/

Recommended FREE online:
Early Beginnings: Summary of the National Early Literacy Panel Report – p. 6
A Child Becomes a Reader: Kindergarten through Grade 3 – Reading Building Blocks – 3 pp
Put Reading First: A Parent’s Guide Preschool through Grade 3 – 8 pp
Report of the National Reading Panel: Teaching Children to Read - 33 pp (read 3 pages: findings / building blocks)
Effective Literacy and English Language Instruction for English Learners in the Elementary Grades (2007) p. 6
ILA http://www.literacyworldwide.org/about-us/our-story
DIBELS Data System - https://dibels.uoregon.edu/
NAEYC Code of Ethics Scenarios www.naeyc.org/ecp/resources/ethics
Literacy Updates & Position Statements https://literacyworldwide.org/get-resources/position-statements

VII. Course Evaluations
Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. 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. The PCOE faculty is
committed to excellence in teaching and continued improvement and your response is critical. Faculty are not able to see these evaluation marks until after the course is finished and grades are turned in. Faculty are NEVER able to associate a student’s name with any of these evaluation marks; it is kept strictly confidential.

VIII. Student Ethics and Other Policy Information
See [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies)  [http://www.sfasu.edu/judicial/policies.asp](http://www.sfasu.edu/judicial/policies.asp)

SFA Class Attendance and Excused Absence: Policy 6.7
Please also see section IV above for specifics for this course.

SFA policy reads: Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. Students are responsible for notifying their instructors in advance, when possible, for excusable absences (in face to face classes). 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. Make-up work must be completed as soon as possible after returning from an absence. PLEASE NOTE in section IV above that points will still be deducted from your attendance grade when you miss more than two classes, even when you provide a solid excuse (which you are encouraged to do at the end of the term). Please understand also that these (few) missing points at the end of the term will not ruin an otherwise strong grade if at the end of the semester your point total is close to and deserving of the next higher overall grade. Questions? Please ask.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
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, 936-468-3004 as early as possible each semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids you wish 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/). PLEASE NOTE: ODS does not reveal your disability to professors (confidentiality issue) so it might be prudent to discuss your particular needs with your professor to receive the best accommodations possible. Equally, if at some point during the semester, you feel your needs are not being met, it is up to YOU to let the professor know via email ASAP so some solution may be made. ALSO NOTE: This course gives unlimited time for taking exams in class, and anyone is welcome to come early to take the class (daily) quizzes, so no special provision is needed or will be made for quizzes/exams in this course. If you feel this is still a problem for you, let’s discuss.

Honors Contract
Students in the School of Honors may request to take this course as an Honor’s course. Ask for the handout that will direct you on this. However, if your regular course work suffers or becomes less than professional or below the high level expected of an Honor’s student, the contract will be cancelled. [http://www.sfasu.edu/honors/](http://www.sfasu.edu/honors/)

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on 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. NOTE: Turnitin may be used to detect plagiarism on submitted work for this course [http://turnitin.com/](http://turnitin.com/)

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
submitting an assignment as one's own work when it is at least partly the work of another person;
submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

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).

If you have trouble completing an assignment in any course or fall behind, I want to help. Sometimes simply discussing how to go about writing papers or where to go for help can set you on the right track. I believe for the most part that students will NOT cheat if they know HOW to do what is asked of them. Please do not jeopardize your future; let's talk.

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, 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 or call the office at 936-468-2703. This program provides students with recommendations for resources and other assistance that is available to help SFA students succeed.

Acceptable Student Behavior in this Course. There is a participation grade for this course. Minimally, this includes on-time daily attendance (you must remember to sign in for credit) plus professional and enthusiastic contribution and participation during class time. NO technology in the classroom (No cells or computers on or visible unless you make special request and receive permission via D2L at which point you may be asked to sit in back of the room so as not to distract others). Time on task is important in any classroom and it is important in my classroom, as well. When you enter, there are readings and activities on your table for you to consider until class officially begins. Your participation grade begins when you enter the room.

Other Information – Looking Ahead

Elementary Ed Majors – Admission to Teacher Education / Teacher Certification. Requires 2.75 GPA. http://www.sfasu.edu/coeadvising/ Students must maintain this GPA during the remainder of the course work. If the GPA falls below the required GPA during the intern courses or student teaching, students will be dropped from professional education courses.

Undergraduate Teacher Certification. The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand these policies and procedures http://www.sfasu.edu/73.asp http://www.sfasu.edu/coeadvising/266.asp http://www.sfasu.edu/785.asp

Just prior to graduation. To become a “certified teacher” in the state of Texas, all candidates must pass 2 state certification exams (one content & one pedagogy). You may read about these exams and how to prepare for them by visiting the following link (scroll down to bottom of page) http://cms.texas-ets.org/texes/prepmaterials/texes-preparation-manuals/ For example: EC-6
majors take test #191 (for their content). 4-8 “generalist” majors take #111 (content for their area) and Math 4-8 majors take test 
# 115 (math content). Notice for the EC-6 majors, that nearly a third of that test involves what is being taught in this RDG 318 
course so make this course a priority and “save your notes!” All education majors must take the pedagogy test (PPR) which is 
test #160. Note: Both the PPR and content exams must be passed before SFA teacher candidates are permitted to student 
teach. Because SFA infuses ESL information into all courses, you may also wish to earn the ESL certificate (#193). Other links 
practice-test/

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 
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. 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 
https://tea.texas.gov/Texas_Educators/Certification/ and 
https://tea.texas.gov/Texas_Educators/Certification/Educator_Testing/ YOU must provide legal documentation to be allowed 
to take these mandated examinations that are related to certification/licensing requirements in Texas.
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.

Preliminary Criminal History Evaluation – FAQs 
https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information

http://www.sfasu.edu/297.asp  This includes registration/withdraw dates, SFA calendar, financial aid, testing info, campus map, 
course info, student services, book store, student employment, etc.

Billing; Financial Aid; Register / Drop Classes http://degree.sfasu.edu/faqs.aspx
If you are late to purchase your books due to limited financial resources or other obstacles, consider using the (few) book 
samples reserved in the Resource Room, 2nd floor ECRC if you can come to the SFA campus.

AARC – Student Support. If you are experiencing difficulty in your courses or with “Academic English” and/or conventions of 
writing http://www.youtube.com/watch?v=SZsGFnoeQ-U you may seek assistance at our award-winning campus Academic 
Assistance and Resource Center (AARC) ONLINE at 936-468-4108 http://library.sfasu.edu/aarc  Take every opportunity to use 
these online supports and/or email me ahead of a due date for feedback on a particular assignment, if concerned. Some ideas 
are provided in LINKS (look upper right in D2L).

Visit today; beat the rush for next semester!
SFA ONLINE http://www.sfaonline.info/supportandtutorials-
Have a Question?  http://www.sfasu.edu/frmEmail.asp?rc=registrar@sfasu.edu
Detailed Course Standards Alignment

II. 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 (AMLE), InTASC Model Core Teaching Standards, the TExES EC-12 content and teacher standards (Educator Preparation Program Standards / Teacher Standards) http://cms.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/ (160, 291, 211); and the International Dyslexia Association (IDA) content standards for teachers of reading (section 1) and TEC 21.044.c.2 plus TAC §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) c.2 (3.3s) 3.2k (2.3k) 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 (3.11k) 6.2s (3.7s) 4-8 3.4k / E PR (TS): 1.14k 1.25k 1.2s (TS2Bii / TS2Ciii) 1.3s (TS1Ci) 1.9s (TS1Aiii) 1.15s 1.19s (TS1Bii) 1.28s (TS2Ai / TS5Ci) 1.16s (TS1Cii) / 1.4s (TS3Biii) 1.21s (TS1Cii) / EP - 1.11k (TS3Aii) 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 paren) 1.8s (1.12s) 2.4s / *MLG 4-8 2.12s / Dyslexia IDA Content Sect 1: A, C1, B / E PR (TS) 1.7s (TS1Ai); 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) 3.2k 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)

SLO 1.3 – TC understand receptive and expressive language processing and basic concepts of language systems including phonology, morphology, semantics, syntax, and pragmatics.

ASSESSMENT – RESEARCH POST – TC research and share peer-reviewed information about phonemic awareness and the alphabetic principle. Standards: ISTE 2c; ELAR: EC6 (4-8): 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); InTASC 8o, 8r, 9a.

ASSESSMENT – NEWSLETTER – TC communicate with parents about phonological awareness and other foundational skills development. Standards: ELAR: 1.8s (1.12s), 2.4s; PPR (TS) 1.7s (TS1Ai); and Tech EP 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/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) 4.9s (2.1s) 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) 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 1.5 – TC understand the essential components of phonological/phonemic awareness.

ASSESSMENT – RESEARCH POST – TC research and share peer-reviewed information about phonemic awareness and the alphabetic principle. Standards: ELAR: EC6 (4-8 paren): 3.5s / Dyslexia IDA Sect. 1 A,B,C1,2,6; E PR (TS) 1.16k, 1.7s (TS1Ai), 1.24s, 1.28s (TS2Ai / TS5Ci TS5Cii) / Dyslexia IDA Content Sect 1: A, C1,2,6; E PR (TS) 1.11k (TS3Aii) 1.21k 1.24k 1.24s ESL QUIZ: EC-6 (4-8 paren) 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) - 6.1s (10.1s), 10.3k (8.3k); DYSLEXIA Content area 1 - C2.4k, C2.3k, C6.Spell.2; E PR (TS in parentheses) 1.2k (TS2Cii), 1.3k (TS3Cii), 1.7k (TS3Cii), 1.12k / 1.12s, 1.13k (TS3Cii), 1.14k, 1.16k, 1.19k, 1.21k, 1.25k, 1.28k (TS5Ai, 1.1s (TS1Bi), 1.2s (TS2Bii / TS2Ciii), 1.3s (TS1Ci), 1.4s, 1.6s (TS3Bi), 1.7s (TS1Ai, 1.8s (TS3Bii), 1.9s (TS3Aii), 1.11s (TS3Bii), 1.13s, 1.14s (TS2Bi), 1.15s, 1.16s (TS1Ci), 1.19s (TS1Bi), 1.20s (TS1Bii), 1.21s (TS1Cii), 1.29s (TS1Fiii / TS5i / TS5Di)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL – Standards: ELAR: EC6 (4-8 paren): 4.9s (2.1s) 6.1k (3.2k) (4-8 / 3.4k) 3.3k (2.3k) 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 paren): 1.7s (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 – 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 paren): 1.7s (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) 5.2k (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 paren): 1.2k (TS2Cii) 1.25k 1.7s (TS1Ai) 1.8s (TS3Bii) 1.24s 1.28s (TS2Ai / TS5Ci TS5Cii) 1.29s (TS1Fiii / TS5i / TS5Di)

ASSESSMENT – NEWSLETTER: TC communicate with parents about fluency and other foundational skills development. Standards: ISTE 6b; ELAR EC6 (4-8 paren): 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 in paren): 1.7s (TS1Ai); and Tech EP 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d), 6.29s (ISTE 3d); InTASC 1i, 1f, 2c, 6e, 6f, 6g.

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.
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 paren) 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 (TS2Ci), 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 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 IDA Sect 1 Content - C.2.4k, C2.3k, C6Spell; / E PR (TS in parentheses)1.2k (TS2Cii), 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 (TS1Aii), 1.11s (TS3Biii), 1.13s, 1.14s (TS2Bi), 1.15s, 1.16s (TS1Cii), 1.19s (TS1Bi), 1.20s (TS1Bi), 1.21s (TS1Cii), 1.29s (TS1Fii / TS5i / TS5Dii); 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 / 2.1s) (4-8 / 5.k) 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): EC-6 (4-8 IN PAREN); 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 (TS1Aii) 1.11s (TS3Bii) 1.13s 1.14s (TS1Cii), 1.19s (TS1Bi), 1.20s (TS1Bi), 1.21s (TS1Cii), 1.29s (TS1Fii / TS5i / TS5Dii); InTASC 2e.

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & 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 in parentheses): 2.1k 2.2s 2.3s 7.5k (4.3k)

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: Ee6 (4-8 IN PAREN): 1.2k, 3.3k (2.3K)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: ELAR 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/MIDTERM & FINAL Standards: ELAR EC6 (4-8): 1.2k, 3.3k (2.3K)
ASSESSMENT – EXAMS: QUIZZES/MIDTERM & 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 (TS3Biii) 1.21s (TS1Cii) 1.16s (TS1Ciii) 1.9s (TS1Aii)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & 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) 6.6k (3.9k) / DYSLEXIA IDA Content Sect 1: C2,3 / E PR (TS in paren): 1.16k 1.7s (TS1Aii)

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, C.3 4 & 5k, C.5.1k / E PR (TS in parentheses)1.16k 1.21k 1.1s (TS1Bii) 1.4s 1.7s (TS1Aii) 1.9s (TS1Aii) 1.11s (TS3Biii) 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) 4.6k (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 paren):1.2k (TS2Cii) 1.3k (TS2Ci) 1.29s (TS1Fiii / TS5i) / TS5D)

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) 6.6k (3.9k) / DYSLEXIA Content area 1 - C2.4k, C2.3k, C.3 4 & 5k, C.5.1k / E PR (TS in parentheses) 1.2k (TS2Cii) 1.3k (TS2Ci) 1.1s (TS1Bi) 1.3s (TS1Cii) 1.4s 1.9s (TS1Aii) 1.11s (TS3Biii) 1.14s (TS2Bi) 1.16s TS1Cii) 1.19s (TS1Bii) 1.21s (TS1Cii) 1.29s (TS1Fiii / TS5i) / TS5Di)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: E PR (TS in paren): 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 paren): 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) 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) 6.9k (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) (4-8 / 8.5k) / Dyslexia IDA: Sect 1 C-2, 6: 2.4k, C2.3k, C6.Spell.2 / E PR (TS): 1.7s (TS1Ai) 1.2s (TS2Ci) 1.2k (TS2Bi) 1.4k (TS3Ci) 1.12k / 1.12s 1.13k (TS1Ai) 1.14k 1.16k 1.19k 1.21k 1.25k 1.26k S5Ai) 1.1s (TS1Bi) 1.2s (TS2Bi / TS2Ci) 1.3s (TS1Ci) 1.4s 1.6s (TS3Bi) 1.8s (TS3Bi) 1.9s (TS1Ai) 1.11s (TS3Bi) 1.13s 1.4s (TS2Bi) 1.15s 1.16s (TS1Ci) 1.19s (TS1Bi) 1.20s (TS1Bii) 1.21s (TS1Ci) 1.29s (TS1Fii / TS5i / TS5Dii) 1.24s, 1.28s (TS2Ai / TS5Cii); 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/MIDTERM & 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) 10.3k (8.3k) / E PR (TS) 1.21k 1.19s (TS1Bii) 1.29s (TS1Fii / 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 (TS3Ci), 1.11 (TS3Ai), 1.12, 1.13 (TS1Aii), 1.14 (TS1Dii), 1.16, 1.19, 1.21, 1.24, 1.25, 1.26 (TS5Aii) 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 (TS3Bi), 1.12, 1.13, 1.14(TS2Bi), 1.15, 1.16 (TS1Ci), 1.19(TS1Bi), 1.20(TS1Bii), 1.21(TS1Cii), 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 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.

**ASSESSMENT – SPELLING INVENTORY & Word Study Lesson Plan**

TC evaluate student spelling and make recommendations for an explicit systematic hands-on word study using Beck phonics book. Standards: ELAR EC6 PPR (4-8 in paren) Standards: ELAR EC6 (4-8 paren): 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 (TS3Bi), 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 paren) 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 (4.8 / 8.5k) / E PR (TS in paren) 1.2k (TS2Ci) 1.3k (TS2Ci) 1.16k 1.25k 1.7s (TS1Ai) 1.8s (TS3Bi) 1.24s 1.28s (TS2Ai / TS5Ci TS5Cii) 1.29s (TS1Fiii / TS5i / TS5Di) / Dyslexia IDA Content Sect 1: C2,3; InTASC 6e, 6f.

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 (TS3Ci), 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(TS2Bii / TS2Ciii), 1.3(TS1Ci), 1.4, 1.6(TS3Bi), 1.7(TS1Ai), 1.8(TS3Bi), 1.9(TS1Aii), 1.11 (TS3Bi), 1.12, 1.13 (TS2Bi), 1.15, 1.16 (TS1Ci), 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 (TS1Fiii / TS5i / TS5Di); InTASC 6r.

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: ELAR EC6 (4-8 paren): 2.3k 2.3s 3.4k 4.9k (2.11k) 5.1k (3.1k) 5.5k (3.7k) 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 (3.11k) (4-8 / 3.4k) / E PR (TS) 1.28s (TS2Ai / TS5Ci TS5Cii) 1.19s (TS1Bi) 1.24s 1.29s (TS1Fiii / 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 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.

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 in paren) Standards: ELAR EC6 (4-8 paren): 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 (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 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 (TS2Ci) 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 (TS1Fiii / TS5i / TS5Di); 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 paren) 4.6K (2.8k) 5.2k 5.3k 5.6k (3.2k) 5.2k 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 (4.8 / 8.5k) / E PR (TS in paren) 1.2k (TS2Ci) 1.3k (TS2Ci) 1.16k 1.25k 1.7s (TS1Ai) 1.8s (TS3Bi) 1.24s 1.28s (TS2Ai / TS5Ci TS5Cii) 1.29s (TS1Fiii / TS5i / TS5Di); and 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(TS2Ci), 1.3 (TS2Ci), 1.7 (TS3Ci), 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 / TS2Ci), 1.3(TS1Ci), 1.4, 1.6(TS3Bi), 1.7(TS1Ai), 1.8(TS3Bi), 1.9(TS1Ai), 1.11 (TS3Bi), 1.12, 1.13 (TS2Bi), 1.15, 1.16 (TS1Ci), 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 (TS1Fiii / TS5i / TS5Di); inTASC 6r.
1.7(TS1Ai), 1.8(TS3Bii), 1.9(TS1Aiii), 1.11 (TS3Biii), 1.12, 1.13, 1.14(TS2Bi), 1.15, 1.16(TS1Ciii), 1.19(TS1Bii), 1.20(TS1Bii), 1.21(TS1Cii), 1.24, 1.28(TS2Ai/TS5Ci/TS5Ci), 1.16, 1.19, 1.21, 1.24, 1.28 (TS2Ai/TS5Ci/TS5Ci), 1.29 (TS1Fi/Ts5Bi/TS5Di)

**ASSESSMENT – EXAMS**: QUIZZES/MIDTERM & FINAL. Standards: ELAR EC6 (4-8 paren): 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 (3.11k) (4-8 / 3.4k) / E PR (TS) 1.28s (TS2Ai/TS5Ci/TS5Ci) 1.24k 1.19s (TS1Bii) 1.24s 1.29s (TS1Fi/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,C1, 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** on how to teach a child to read which includes supporting children with dyslexia. Standards: E PR (TS) 1.14k 1.25k 1.2s (TS2Bi/TS2Bi) 1.3s (TS1Ci) 1.9s (TS1Ai) 1.15s 1.19s (TS1Bii) 1.28s (TS2Ai/TS5Ci/TS5Ci) / Dyslexia ID Content Sect. 1 C 1-5, D, E; InTASC 6u.

**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 (TS2Ci) 1.3k (TS2Ci) 1.13k (TS1Ai) 1.14k 1.16k 1.24k 1.25k 1.7s (TS1Ai) 1.24s 1.28s (TS2Ai/TS5Ci/TS5Ci) 1.29s (TS1Fi/Ts5i/TS5Di); and Tech EP 4.1k (ISTE 1b), 4.2k (ISTE 2d,3d).

**ASSESSMENT – EXAMS**: QUIZZES/MIDTERM/FINAL Standards: ELAR: EC6 (4-8 paren): 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 (TS2Bi/TS2Bi) 1.3s (TS1Ci) 1.19s (TS1Bii) Detection & Education of Students w Dyslexia