Instructor: SFA Faculty
Office: 201 ECRC
Office Phone: 936-468-2904
Course Pages: http://D2L.sfasu.edu

Course Time & Location: WEB
Office Hours: TBA on D2L home page
Credits: 3 credits
Email: 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.
Other readings are free online or embedded within the course content pages in D2L.

RDG 320 / 3305 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 online 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/esea
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 RDG 320 / 3305:

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 (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

COURSE 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 copy for free feedback/tips before submitting it for a grade to better ensure content understanding and clarification of expectations.
ASSIGNMENTS: Submit in D2L Drop Box area as pdf or word doc (name/section, top of page) unless asked to post in the Discussions section. You will not need access to a real child for any of these assignments.

GRADING RUBRICS for assignments (tentative) are located in the beginning content modules in D2L.

INSTRUCTIONS are located in the various modules (end of 2 & 7; all others are in module 10).

WORK AHEAD – You may submit assignments and take quizzes early.

FINAL EXAM PREP is in module 10.

We are collecting POINTS, NOT averaging percentages.

Follow the CALENDAR & read the actual quiz LINK for DUE DATES and information about the quiz before attempting it. Late assignments (not quizzes) are accepted with letter-grade deduction penalty. There are no extra assignments or re-dos.

25 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). SLO Standards 1.4, 1.5, 4.3 Instructions, end of Module 2.

50 points – Parent Newsletter/Flyer – Parent Support to develop STR 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, 2.2, 3.2, 4.1, 4.2, 4.3 Instructions, end of Module 7B.

100 points – Spelling Inventory and Word Study Lesson Plan. You will evaluate a child’s spelling and develop a direct model word building lesson plan to improve that child’s phonics skills using your Beck book of explicit systematic multisensory activities (TEKS aligned). 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 Instructions, Module 10.

100 points – Running Record Assessment & Analysis. You will take a running record (assessment) of a child’s audio taped reading and retell, analyze the miscues, assess the results, and recommend instruction to improve reading. Web classes will submit 2 docs—the coded text of the audio taped reading with miscue analysis AND supported responses to 7 questions. Face to face classes will practice and complete much of this in class. SLO Standards 1.1, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.2, 4.1, 4.2 Instructions, Module 10.

25 points – Guided Reading Lesson Plan – 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 (predict/confirm). SLO Standards 1.1, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.2, 4.1, 4.2 Instructions, Module 10.

50 points – Curriculum Based Measurement (CBM) Progress Monitoring. An introduction to Curriculum Based Measurement and Monitoring Instruction. Using a scenario format and computer based resources, you will chart, analyze, and reflect on an at-risk child’s reading progress. SLO Standards 1.5, 1.6, 1.7, 2.1, 2.2, 4.2, 4.3 Instructions, Module 10.

200 points – Quizzes. You will take RETAKABLE online quizzes in D2L to reinforce content learned in this course. Quizzes include Phonemic Awareness, Phonics, Classroom Video Quiz, PAC, ESL Quiz, Dyslexia Quiz, and Other Readings Quiz covering Put Reading First, Mr. Green’s First Grade Classroom by Sylvia Read, and K. Munger’s Steps to Success. SLO Standards – All are covered.

450 points – Final Exam This 2-PART final exam includes a m/c final exam (250 points) that is comprehensive and covers all we have been learning, PLUS it includes an ESSAY exam (200 points) on “how to teach a child to read” and how to support dyslexic and ESL readers. There is a review in the D2L Content section and a practice quiz to help you do well on this 2-part final exam. All SLO standards are covered in these exams. Prep Pages end of Module 10.

2 points – Bonus – Must complete by day 2 (to receive points). 1 point each for: Hello post and Pre-Test Survey Quiz

FINAL GRADING

You may earn a maximum total of 1000 POINTS (plus 2 bonus) in this course.

Earn 900 or more TOTAL POINTS by the end of the semester = receive a course grade of A
800 – 899 = B; 700 – 799 = C; 600 – 699 = D; <600 = F

This university defines an A as Excellent; B as Good; C, Average; D, Passing; and F, Failing.

You do not need to access to a 'real child' to complete course assignments although you are encouraged to try what you learn with real children.
GRADE BOOK  To locate your grade book in D2L, look above and click GRADES. Read feedback in this section. To find TOTAL POINTS, click onto the tiny computer ICON top of page. Please feel free to ask for feedback on any assignment before you submit it but do not wait until the last minute to do so.

Refer to the CALENDAR in D2L for current assignment DUE dates. 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 ASSIGNMENTS  While most assignments permit you to submit late (with a reduced letter grade), please try to work ahead and complete assignments BEFORE their due date; this gives you wiggle room for any of life’s unanticipated surprises and ensures you will have sufficient time to complete all readings and assignments in a timely manner. IF you submit something LATE, you must email to let me know to look for it as there will be no obvious notification on my end. Late work will be reduced in point value (more as time goes by) and may be graded later than others and in a more general cursory fashion (A,B,C,D…) with no feedback provided.

QUIZZES / EXAMS MAY NOT BE LATE  Look at the quiz link to learn more about each quiz and dates/times available. Click onto the link to see more detail but do not click START QUIZ until you are ready to begin taking it. Once you begin a quiz, you must finish it in one sitting. You must also SAVE your work as you go and move your mouse regularly, so the quiz will not shut down. PLAN AHEAD; certain weather conditions can prevent last minute test taking. IF a quiz appears not to be functioning properly, let me know ASAP so I may check and perhaps reset it BEFORE it is due.

Email. To email me or a classmate, look above and click Communication Tools and then click Class List. Please put your NAME and SECTION in the SUBJECT area or it may be returned. Examples: 320.501-TomJones-SpellingAssignmnt or 320.506-SueSmith-Emergency or 320.001-SallyThomas-FeedbackRequest

Get Organized and Do Your Best Work. CREATE A CALENDAR FOR YOURSELF ON DAY ONE and include DUE DATES for other courses in this ONE calendar, as well. Work ahead of time and if uncertain about any assignment, please ASK. As mentioned, feel free to email an assignment for quick feedback a week before it is due but be sure it is a final copy and not a draft or sloppy copy. There are NO RE-Dos once work is submitted and graded.

Technology Use, Support, Videos. A SUPPORT PAGE is included at the beginning of the D2L course modules. But it is expected that you have sufficient computer access and skills to view videos, complete online quizzes, and participate fully and independently in our D2L online course. 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. Last resort, 936-468-4357 or 1919  Please test your video capability NOW so that you will be ready to begin on day one: http://www.sfaonline.info/#supportandtutorials-c1pna Minimally you will need Real One player to view most of the videos.

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

IV. Evaluation and Assessments (Grading)

Assignments are listed with point value and described in section III above. The CALENDAR lists assignment DUE dates; see section V below. An updated current calendar is maintained in D2L for your convenience, should major changes occur. 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)
**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.** You will submit all assignments in the DROP BOX area unless directed to submit in DISCUSSIONS or other. Please remember to “save all documents submitted as” doc, docx, jpg, or pdf. If using a cell photo, please be sure it is large and detailed enough for your professor to read easily.

**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. Teachers are organized.

**Mid-Semester Grades.** Midterm grades will not be posted for RDG 320 (University Policy A-54 only requires this for 100-200 level courses). Because many of the (flexible number of) points you will earn during the first half of the semester are based on readings and retakable quizzes designed to help you learn course material, *the number of points you have acquired by mid semester may not accurately predict your grade at the end of the course*, particularly because of the assignments and heavily weighted comprehensive final exam given at the end of the term intended to demonstrate mastery of course content learned over the entire semester.

**Attendance Policy.** University and department policies require evidence of attendance and participation of all students in all courses. Your completed assignments during the first weeks of class will be used in part to determine this (check calendar below). **NOTE:** 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.**

**WEB CLASS** – Students are expected to check in minimally several times per week. Progress and visits are tracked and monitored closely. Candidates, who fall behind and complete much of the coursework late, may see their overall grade lowered. **Flexibility in this course is not an invitation to cram learning.** Please work ahead to avoid problems and to maximize your potential for learning in this class. More below in section V and you may read the SFA policy in section VIII.

**V. Tentative Course Timeline/Calendar**

All course pages are maintained online in D2L: http://d2l.sfasu.edu

Follow the calendar and do the readings and you should do well in this course.

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**Course Calendar – Spring 2019**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>READ</th>
</tr>
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<tbody>
<tr>
<td>JAN 20 –</td>
<td>In D2L, Read Modules:</td>
</tr>
<tr>
<td>JAN 26</td>
<td>Page One, Syllabus, Tech Support, Grading, Course Summary</td>
</tr>
<tr>
<td><strong>WEEK 1</strong></td>
<td>Copy &amp; follow CALENDAR</td>
</tr>
<tr>
<td><strong>Day 1 is</strong></td>
<td>Read Learning Modules 1+2</td>
</tr>
<tr>
<td>Jan 22</td>
<td>BY day 2:</td>
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<tr>
<td></td>
<td><strong>Post HELLO</strong> in discussions (introduce yourself)</td>
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<tr>
<td></td>
<td><strong>Take Pretest Quiz</strong> No grade; this is for me</td>
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**DUE SATURDAY by midnight CST**
<table>
<thead>
<tr>
<th>Week</th>
<th>Due Dates and Activities</th>
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<tbody>
<tr>
<td>JAN 27 – FEB 2</td>
<td>Work on Assignment end of module 2 (Research Post) Work on QUIZZES on Ph Awareness &amp; Phonics NOTE: click onto quiz link to learn more about each quiz</td>
</tr>
<tr>
<td>FEB 3 – FEB 9</td>
<td>Read Module 3+4+5 When you find the time, begin reading your BECK book (a little each day)</td>
</tr>
<tr>
<td>FEB 10 – FEB 16</td>
<td>Read Modules 6A +6B Work on PAC quiz</td>
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<tr>
<td>FEB 17 – FEB 23</td>
<td>Work on Phonics, module 7A Read Module 7B Work on Video Quiz</td>
</tr>
<tr>
<td>FEB 24 – MAR 2</td>
<td>Work on Parent News/flyer assignment, end of Module 7B</td>
</tr>
<tr>
<td>MAR 3 – MAR 9</td>
<td>Read Module 8+9</td>
</tr>
<tr>
<td>MAR 10 – MAR 16</td>
<td>Work on 2 ‘learn as you go’ quizzes: Dyslexia &amp; ESL Quiz</td>
</tr>
<tr>
<td>MAR 17 – MAR 23</td>
<td>March 18 and 22 SPRING BREAK THIS WEEK ➔ Finish BECK phonics word building book. Make sure you fully understand HOW TO use your Beck book to plan and TEACH these interactive explicit &amp; systematic hands-on phonics lessons.</td>
</tr>
<tr>
<td>MAR 24 – MAR 30</td>
<td>Read and complete SPELLING L.PLAN ASSIGNMENT, module 10</td>
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<tr>
<td>MAR 31 – APR 6</td>
<td>Read &amp; complete CBM assignment, Module 10</td>
</tr>
<tr>
<td>APR 7 – APR 13</td>
<td>Read &amp; Complete Running Record Assignment / TAKE YOUR TIME with this one!</td>
</tr>
<tr>
<td>APR 14 – APR 20</td>
<td>Today: Work on RR assignment. Read module, “Into the Classroom”</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
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| **APR 21 – APR 27** | **WEEK14**  
Complete GR comprehension Lesson Plan using Super Kids Assignment | DUE APR 27 - Running Record Assignment Instructions, Module 10 (turn in 2 docs) |
| **APR 28 – MAY 4** | **WEEK15**  
Work on “Other Readings” Quiz which covers the free online Munger readings, *Put Reading First*, and the last module, *Into the Classroom.* | DUE MAY 4 – GR Super Kids Lesson Plan |
| **MAY 5 – MAY 11** | **WEEK16**  
Complete course evaluation for all courses; instructions in SFA Jacks email or go to MySFA  
Prepare for FINAL exams /Read FINAL + ESSAY EXAM PREP | DUE MAY 11 - Other Readings Quiz  
SOON - Complete Course Evaluation |
| **MAY 12 – MAY 17** | **WEEK17**  
Make personal copies of class notes and course summaries in module 10 for state exam review later. *Celebrate!* | ESSAY exam – available May 11 – May 15  
M/C FINAL exam – available May 12 – May 16 |

**D2L Content Modules:**

Module 1  Building Blocks; Reading begins when children are born  
Module 2  Specific Skills for Reading include the “Big 5”  
Module 3  Approaches to Teaching Reading  
A research base, balance, experience, & continued professional development are key  
Module 4  Levels and Stages all people go through when learning to read  
Module 5  Writing supports reading acquisition in a reciprocal way  
Module 6  Quick Word Id and a strong Vocabulary lead to reading Comprehension  
Module 7A  How to teach phonics  
Module 7B  Teaching strategies & personalizing instruction; parents can help  
Module 8  Assessment and monitoring progress  
Module 9  Diversity and differentiating instruction / Dyslexia & ELL  
Module 10  Assignments to demonstrate understanding  
Into the Classroom: *Putting it all together* by Sylvia Read  
Final & Essay Exam Review – includes a 57-page reading course summary

**VI. Readings**

**REQUIRED PURCHASE:**

**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://milinepublishing.genesee.edu/steps-to-success/ NOTE: INFO from the following chapters have been integrated into the D2L modules for your convenience: Chap 1 (intro to Literacy); Chap 2 (Evaluating Scientifically Based Approaches); Chap 3 (Quick Word ID); Chap 4 (Word Meaning and Language Development); Chap 6 (writing instruction). However, Chap 5 (Assessment), Chap 7 (digital literacy), and Chap 8 (ELL support) are optional and recommended reading.
OPTIONAL  You will NOT need the following to pass this course as some if the following information is embedded within the course modules, but some day you may want them in your library.


- **English Learner (EL) BOOKS** – Previously required for ALL “Elem Ed” majors and partially integrated into the course modules (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. A few pages from Horwitz book, Becoming a Language Teacher have also been integrated into this course. **PLEASE NOTE: You will not need these EL texts to pass THIS course, as enough information is shared in D2L modules for our needs.**


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:**

- TPRI [https://www.tpri.org/about/what-is-the-tpri.html](https://www.tpri.org/about/what-is-the-tpri.html)
- SEDL, Reading Research Evidence [https://www.sedl.org/reading/framework/research.html](https://www.sedl.org/reading/framework/research.html)
- Scientifically-Based Reading Research [http://reading.uoregon.edu/big_ideas/](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)
- DIBELS Data System [https://dibels.uoregon.edu/](https://dibels.uoregon.edu/)
- NAEYC Code of Ethics Scenarios [www.naeyc.org/ecp/resources/ethics](http://www.naeyc.org/ecp/resources/ethics)
- Literacy Updates & Position Statements [https://literacyworldwide.org/get-resources/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 http://www.sfasu.edu/policies/ http://www.sfasu.edu/judicial/policies.asp

Class Attendance and Excused Absence: Policy 6.7
Please also see section IV above for specifics for this ONLINE 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 (attendance & participation is tracked in D2L). 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 (in face to face classes, not this web course). Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted and official 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.

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/. 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 as much time as possible for taking exams, and quizzes are retakable so no special provision is needed for quizzes/exams for this course.

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 (please let me know if any of this is not clear). NOTE: Turnitin may be used to detect plagiarism on submitted work for this course 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.

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

Just prior to graduation. To become a “certified teacher” in the state of Texas, all candidates must pass 2 state certification exams (one on CONTENT of which nearly a third of this course is evaluated AND one on 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.texes.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 / pedagogy) 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 http://www.texas.ets.org/prepMaterials/ http://cms.texes.ets.org/texes/prepmaterials/texes-preparation-manuals/interactive-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 SFA.
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
YOU must provide legal documentation to be permitted 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 SFA.

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 SFA.

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

SFA Links, Policies, DEADLINES, SFA Calendar.  
http://www.sfasu.edu/registrar/194.asp  
http://www.sfasu.edu/52.asp  
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 ERCRC if you can come to the SFA campus.

Financial Aid – Q+ A, Rules & Regs  
http://www.sfasu.edu/admissions-and-aid#section=financial-aid

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=SZsGFnneQ-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

Make an appointment and read the rules for help:  
https://www.youtube.com/watch?v=srZmojZzIPk  
APA style help (scroll to bottom)  
http://www.sjsu.edu/writingcenter/handouts/  
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).

Advising.  
http://www.sfasu.edu/elementaryed/71.asp  
http://www.sfasu.edu/coeadvising/

SFA ONLINE  
http://www.sfaonline.info/supportandtutorials-

Have a Question?  
http://www.sfasu.edu/frmEmail.asp?rc=registrar@sfasu.edu
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 TEExES EC-12 content and teacher standards (Educator Preparation Program Standards / Teacher Standards) http://cms.texas-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 21.044.4 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) 3.1s (3.3s) 3.2k (2.2k) 7.5k (4.3k) 10.1k (8.1k) 10.3k (8.3k) 10.8k (6.6k) 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 / TS2Cii) 1.3s (TS1Ci) 1.9s (TS1Aii) 1.15s 1.19s (TS1Bii) 1.28s (TS2Ai / TS5Ci TS5Cii) / 1.16s (TS1Ci) / 1.4s (TS3Bii) 1.21s (TS1Ci) / EP - 1.11k (TS3Aii) 1.7k(TS3Ci) 1.6s (TS3Bi) 1.1s (TS1Bi) 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 (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 (TS2Ai / TS5Ci TS5Ci) / DYSLEXIA QUIZ (4-8 / 3.4k) E PR (TS) 1.11k (TS3Aii) 1.2k 1.24k 1.24s ESL QUIZ: EC (4-8 / 2.2s) E PR (TS) 1.28s (TS2Ai / TS5Ci TS5Ci) / DYSLEXIA QUIZ (4-8 / 3.4k) 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 paren): 3.5s / Dyslexia IDA Sect 1 A, B; E PR (TS): 1.11k (TS3Aii); 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 (EC6 (4-8 paren): 3.4s, 4.8s 3.4s 4.8s 6.4s (3.10s) / E PR (TS): 1.11k (TS 3Aii) 1.7s (TS3Aii); 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 TS5Ci) / DYSLEXIA QUIZ (4-8 / 3.4k) E PR (TS) 1.11k (TS3Aii) 1.2k 1.24k 1.24s ESL QUIZ: EC 6 (4-8 / 2.2s)

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: 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); 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); InTASC 8o, 8r, 9a.

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

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 paren): 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 paren): 3.4s, 4.8s 3.4s 4.8s 6.4s (3.10s) / E PR (TS): 1.11k (TS 3Aii) 1.7s (TS3Aii); 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 building using Beck phonics book. EC6 E PR (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 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 (TS1Aii), 1.8s (TS3Bi), 1.24s, 1.28s (TS2Ai / TS5Ci TS5Ci) 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, 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 (TS1B1), 1.2s (TS2Bii / TS2Cii), 1.3s (TS1Cii), 1.4s, 1.6s (TS3Bi), 1.7s (TS1A1, 1.8s (TS3Bi), 1.9s (TS3Aii), 1.11s (TS3Bii), 1.13s, 1.14s (TS2Bi), 1.15s, 1.16s (TS1Cii), 1.19s (TS1Bii) 1.20s (TS1Bii), 1.21s (TS1Cii), 1.29s (TS1Fii / 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) 3.4k 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) / E PR (TS) 1.28s (TS2Ai / TS5Ci TS5Cii) 1.11k (TS3Ai) 1.21k 1.2s (TS2Bii / TS2Cii) 1.3s (TS1Ci) 1.19s (TS1Bii) 1.24s 1.29s (TS1Fii / TS5i / TS5Dii) Detection & Education of Students w/Dyslexia 1.11k (TS3Ai) 1.14k 1.2s (TS2Bii / TS2Cii) 1.3s (TS1Ci) 1.9s (TS1Aii) /TS5Ci TS5Cii) 1.11s; InTASC 1a, 1e, 3a, 3d) 1.25k, 1.28s (TS2Ai / TS5Ci TS5Cii)

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 paren): 1.7s (TS1Ai) 1.11k (TS3Ai) 1.4s 1.11s (TS3Bii) 1.16s (TS1Cii) 1.21s (TS1Ci) 1.25k 1.28s (TS2Ai / TS5Ci TS5Cii) 1.11k (TS3Ai) 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): 3.45 5.8s 6.4s (3.10s) *MLG 4-8 12.1s / DYSLEXIA IDA Content Sect 1: A, C1,2,3, 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 (3.1k) 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 (6.8k) / DYSLEXIA IDA Content Sect 1: C2,3 / E PR (TS in paren): 1.2k (TS2Ci) 1.25k 1.7s (TS1Ai) 1.8s (TS3Bii) 1.28s (TS2Ai / TS5Ci TS5Cii) 1.29s (TS1Fii / TS5i / TS5Dii)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: ELAR EC6 (4-8): 2.2s 3.3k (2.3k) 3.4k 3.1s (3.3s) 3.2s 4.9k (2.11k) 5.1k (3.1k) 5.5k (3.7k) 5.8k (8.3k) 5.1s (3.3s) 5.2s 5.4s (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 paren): 1.11k (TS3Ai) 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 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) 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 paren): 4.6k (2.8k) 5.2k 5.3k 5.6k (3.2k) 5.5k (3.7k) 5.7k (3.1k) 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) 10.8k (8.6k) / Dyslexia IDA Content Sect 1: C2,3 / E PR (TS in paren): 1.2k (TS2Ci) 1.3k (TS2Ci) 1.25k 1.7s (TS1Ai) 1.8s (TS3Bii) 1.24s 1.28s (TS2Ai / TS5Ci TS5Cii) 1.29s (TS1Fii / TS5i / TS5Dii)

ASSESSMENT – SPELLING INVENTORY & WS LESSON PLAN TC evaluate student spelling and make recommendations for explicit systematic hands-on word building 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 (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 - 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 - C2.4k, C2.3k, C6. Spell.2; / E PR (TS in parentheses) 1.2k (TS2Cii), 1.3k (TS2Ci), 1.7k (TS3Ci), 1.12k / 1.12s, 1.13k (TS1Cii), 1.14s (TS1Ci), 1.4s, 1.6s (TS3Bi), 1.7s (TS1Ai), 1.8s (TS3Bi), 1.9s (TS1Aii), 1.12k / 1.12s, 1.13k (TS1Aiii), 1.11s (TS3Bii), 1.13s, 1.14s (TS2Bi), 1.15s, 1.16s (TS1Cii), 1.19s (TS1Bii), 1.20s (TS1Biii), 1.21s (TS1Cii), 1.29s (TS1Fiii / 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) / DYSLEXIA IDA Content Sect 1: C5.1k / 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 (TS2Bi) 1.15s

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: ELAR EC6 (4-8): 5.1k (3.1k) 5.5k (3.7k) 5.4s (3.3s) 5.5s (3.5s) 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 IN PAREN): 5.5k (3.5s, 3.7k) / DYSLEXIA IDA Content Sect 1: C5.1k / 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 (TS2Bi) 1.15s

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: ELAR EC6 (4-8): 5.1k (3.1k) 5.5k (3.7k) 5.4s (3.3s) 5.5s (3.5s) 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 in paren): 1.19s (TS1Bii) 1.24s

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

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): EC6-6 (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 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): 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 (TS1Aiii)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: ELAR EC6 (4-8) 2.2s 2.3s 3.1s (3.3s) 3.2s 5.7k (3.10k) 5.9k (3.9k) / E PR (TS in paren): 1.11k (TS3Aii) 1.21k / Professional Role - can detect & educate students w dyslexia based on evidence-based research

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) 6.4k (3.9k) 8.3s (10.3s) 10.2k (8.3k) 10.8k (8.6k) / Dyslexia IDA Content Sect 1: C2,3 / E PR (TS in parentheses) 1.16k 1.21k 1.1s (TS1Bi) 1.3s (TS1Ci) 1.4s 1.9s (TS1Aii) 1.11s (TS3Bii) 1.14s (TS2Bi) 1.15s 1.16s (TS1Cii) 1.20s TS3Bii) 1.21s (TS1Cii); InTASC 4f, 4r, 4m.

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) / Dyslexia IDA Content area 1 - C2.4k, C2.3k, C.3 4 & 5k, C.5.1k / E PR (TS in parentheses) 1.16k 1.21k 1.21s (TS1Bii) 1.4s 1.7s (TS1Ai) 1.9s (TS1Aii) 1.11s (TS3Bii) 1.14s (TS2Bi) 1.15s 1.16s (TS1Cii) 1.20s TS3Bii) 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) 8.3s (10.3s) 10.2k (8.3k) 10.8k (8.6k) / Dyslexia IDA Content Sect 1: C2,3 / E PR (TS in paren): 1.16k 1.7s (TS1Ai) 1.21k (TS1Cii) 1.16s (TS1Cii) 1.20s TS3Bii) 1.21s (TS1Cii) 1.21s (TS1Cii); InTASC 4f, 4r, 4m.

ASSESSMENT – LESSON PLANS (Flexible guided reading groups / Word Study for Phonics fluency; Before, During, After / Prediction for Comprehension). Standards: ELAR EC6 (4-8) 4.6k (2.8k) 6.4k (3.9k) 8.3s (10.3s) 10.2k (8.3k) 10.8k (8.6k) / Dyslexia IDA Content Sect 1: C2,3 / E PR (TS in parentheses) 1.2k (TS2Ci) 1.3k (TS2Ci) 1.29s (TS1Fiii / TS5i / TS5Di)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: ELAR EC6 (4-8 in parentheses) 1.8s 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.

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 building 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) 3.9s 6.6k (3.9k) 8.1s (10.1s) / Professional Role - can detect & educate students w dyslexia based on evidence-based research

ASSESSMENT – LESSON PLANS (Flexible guided reading groups / Word Study for Phonics fluency; Before, During, After / Prediction for Comprehension). Standards: ELAR EC6 (4-8) 4.6k (2.8k) 6.4k (3.9k) 8.3s (10.3s) 10.2k (8.3k) 10.8k (8.6k) / Dyslexia IDA Content Sect 1: C2,3 / E PR (TS in parentheses) 1.2k (TS2Ci) 1.3k (TS2Ci) 1.29s (TS1Fiii / TS5i / TS5Di)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: E PR (TS in paren): 1.14k 1.2s (TS2Bi / TS2Ci) 1.3s (TS1Ci) 1.15s / Professional Role - can detect & educate students w dyslexia based on evidence-based research

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.
InTASC 6e, 6s (3.6s) 5.7s (5.1s)

SLO 4
Candidates know, understand, and incorporate 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 building Phonics lesson using Beck book; Before, During, After / Prediction for Comprehension using flexible guided reading group / all based on TEKS and incorporating LO TEKS). 

ASSESSMENT – SPELLING INVENTORY & Word Study Lesson Plan TC evaluate student spelling and make recommendations for an explicit systematic hands-on word building lesson 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 (3.33)– 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 (TS1Aii), 1.9s (TS3Bi), 1.24s, 1.28s (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 – 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 (8.6k) (4-8 / 8.5k) / E PR (TS in paren) 1.2k (TS2Cii), 1.3k (TS2Ci), 1.16k 1.25k 1.7s (TS1Aii), 1.8s (TS3Bi), 1.24s, 1.28s (TS2Ai / TS5Ci / TS5Ci), 1.29 (TS1Fii / TS5Bi / TS5Di) / Dyslexia IDA Content Sect 1: C2,3; InTASC 6e, 6p, 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(TS2Cii), 1.3 (TS2Ci), 1.7 (TS3Ci), 1.11 (TS3Aii), 1.12, 1.13 (TS1Aii), 1.14 (TS1Dii), 1.15, 1.16(TS1Ciii), 1.19(TS1Bii), 1.20(TS1Biii), 1.21(TS1Cii), 1.24, 1.28(TS2Ai / TS5Ci / TS5Ci), 1.29 (TS1Fii / TS5Bi / TS5Di)
SLO 4.2 – TC understand the basic principles (administration, analysis, and interpretation) of formal (standardized) and informal (non-standardized) assessment (e.g., spelling inventory, 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 building lesson using Beck phonics book. 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 (TS1.2k (TS2Ci), 1.3k (TS2Ci), 1.16k, 1.25k, 1.7s (TS1Ai), 1.8s (TS3Bii), 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 (TS1.2k (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 (TS1Fi/TSi / 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) 5.5k (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) (4-8 / 8.5k) / E PR (TS in paren) 1.2k (TS2Ci) 1.3k (TS2Ci) 1.16k 1.25k 1.7s (TS1Ai) 1.8s (TS3Bii) 1.24s 1.28s (TS2Ai / TS5Ci TS5Cii) 1.29s (TS1Fi/TSi / TS5Di) / 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 (TS3Ai), 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, 1.14(TS2Bi), 1.15, 1.16(TS3Ci), 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 (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 TS5Cii) 1.24k 1.19s (TS1Bi) 1.24s 1.29s (TS1Fi/TSi / 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 (TS2Bii / TS2Ciii) 1.3s (TS1Ci) 1.9s (TS1Aii) 1.15s 1.19s (TS1Bii) 1.28s (TS2Ai / TS5Cii / TS5Ciii) / Dyslexia IDA 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 (3.1k) 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 (TS2Cii) 1.13k (TS1Aii) 1.14k 1.16k 1.24k 1.25k 1.7s (TS1Ai) 1.24s 1.28s (TS2Ai / TS5Cii) 1.29s (TS1Fiii / 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 (3.1k) (4-8 / 3.4k) / E PR (TS) 1.11k (TS3Aii) 1.21k 1.24k 1.2s (TS2Bii / TS2Cii) 1.3s (TS1Ci) 1.19s (TS1Bii) Detection & Education of Students w Dyslexia