I. Course Description

A survey of reading models, methods, and instructional practices. Preservice teachers will be exposed to various components of reading and related theories, the TEKS System, dual language processes, equitable classroom learning environments, assessments, professional responsibilities, and technology integration.

PRE-REQUISITES: Sophomore status required.

This Survey of Reading course will touch on the following Core Values of the Perkins College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior

As you progress through the program, you will continue to build upon the Perkins College of Education’s Conceptual Framework, Vision, Mission, Goals, and Core Values.

During face-to-face classes, candidates involve with interactive lectures, small group and whole class discussions, as well as, presentations. To prepare for in-class participation, preservice teachers are required to spend a minimum of 3 hours outside of class reading.
course modules and completing related exams. Additionally, candidates in face-to-face classes utilize outside of class time for researching and developing lesson plans, creating materials for lesson plan presentations, collaborating with team members on group assignments that involve Twitter discussions and writing one paper using APA format.

**Note:** There are course fees for the face-to-face version of RDG 318 in the amount of $5.00. There are no course fees for the online version of this course.

## II. Intended Learning Outcomes/Goals/Objectives

This Survey of Reading course will touch on the following Core Values of the Perkins College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior

As you progress through the program, you will continue to build upon the Perkins College of Education’s Conceptual Framework, Vision, Mission, Goals, and Core Values.

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

- **PLO 1** Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation. (ACEI 1; InTASC 1; AMLE 1)
  - **SLO 1.1 Assessment – Discussion on Social Media** Candidates will analyze constructivist models of reading. (EC6 Texas ELA ST IV, XI; 4/8 Texas ELA ST II, VI) (EC6 Texas PPR ST I); T2.2s (ISTE 3c)
  - **ESL SLO 1.2 Assessment – Exam** Candidates will know the theoretical foundations of ESL education including Universal Grammar Theory by Chomsky, The Input Hypothesis theory by Krashen, The Conversation Theories, The Output Hypothesis theory by Swain, the Acculturation theory by Schumann. (ESL SLO 2.1; Texas ESL ST II; TESOL 2) (EC6 Texas PPR ST I, II)
  - **SLO 1.3 Assessment – Exam** Candidates will know that readers use different stances for reading (such as: efferent and aesthetic) and understand how to teach readers to establish a purpose for reading a variety of texts. (EC6 Texas ELA ST VII; 4/8Texas ELA ST II) (EC6 Texas PPR ST I)
  - **ESL SLO 1.4 Assessment – Creative Visual Chart** Candidates will articulate processes for dual-language programs, types of bilingual students, principals of language transfer, bi-literacy and bi-culturality. (ESL SLO 3.2; Texas ESL ST IV & V; TESOL 3a, 3b, 3c) (EC6 Texas PPR ST I, II) (Texas PPR EC6 & 4/8 1.6k; TS EC6 2B(iii); T1.1s (ISTA 2a)
  - **Texas PPR SLO 1.5 Assessment – Exam** Candidates understand the importance of state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS). (Texas PPR EC6 1.7k, 9k, 10k, 12k, 13k, 14k, 19k, 3.8k, 3.13s & 4/8 1.7k, 9k, 10k, 12k, 13k, 14k, 19k, 3.8k, 3.13s; TS EC6 1A(iii), 1B (iii), 3A(i) & 4/8 1A(ii), 1B(iii), 1D(i), 2B(iii), 3A(i), 3A(iii), 3C(i)); T2.2s (ISTE 3c), T6.7s (ISTE 3d), T7.1k (ISTE 2b)
Texas PPR SLO 1.6 Assessments – Discussion on Social Media & Visual
Candidates understand how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning. (Texas PPR EC6 & 4/8 1.22k, 1.20s; T2.2s (ISTE 1d))

Texas ELAR SLO 1.7 Assessments – Visual & Exam
Candidates understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills. (Texas ELAR EC6 & 4/8 1.2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 1.1s; ELAR EC6 1.5s, 1.11s; ELAR 4/8 11k, 1.3s, 7s, 4s, 6s, 10s; Texas PPR EC6 & 4/8 SLO 1.7); T2.2s (ISTE 1d)

Texas ELAR SLO 1.8 Assessments – Discussion, Visual, & Exam
Candidates understand that literacy develops over time and progresses from emergent to proficient stages. (Texas ELAR EC6 4.3k, 4.7k, 4.8k, 4.7s, 4.9s, 4.12s, 7.12k, 6s, 13s, 14s & 4/8 2.5k, 2.10k, 2.3s, 2.11s; Texas PPR EC6 & 4/8); T2.2s (ISTE 1d)

Texas PPR SLO 1.9 Assessments – Discussion, Visual, & Exam
Candidates use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications. (Texas PPR EC6 & 4/8 1.6s, 10s, 12s, 15s, 18s); T2.2s (ISTE 1d)

Texas PPR SLO 1.10 Assessments – Discussion & Visual
Candidates identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information. (Texas PPR EC6 & 4/8 2.1k, 2k, 3k, 5s); T2.2s (ISTE 1d)

Texas PPR SLO 1.11 Assessments – Discussion & Visual
Candidates model/facilitate information and ideas effectively to students, parents, peers using a variety of digital age media and formats. (Texas PPR EC6 & 4/8 3.1s, 1.6s, 4.4s, 5.2k); T2.2s (ISTE 3b)

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; InTASC 4; AMLE 2; InTASC 4, 5, 6, 7, 8)

SLO 2.1 Assessments – Group Presentation & Exam
Candidates will research and report evidence and research-based principles that support readers’ development within a balanced literacy curriculum framework, and these principles will include position statements from the International Literacy Association (ILA), the National Council for Teachers of English (NCTE), the Literacy Research Association (LRA), and the Teachers of English to Speakers of Other Languages (TESOL). (ELED) (EC6 Texas PPR ST I); T2.4s (ISTE 1d)

Texas ELAR SLO 2.2 Assessment – Exam
Candidates understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension. (Texas ELAR EC6 7.1k, 2k, 4k, 9k, 22k, 23k, 12s, 14s & 4/8 4.1k, 2k, 7k)

Texas ELAR SLO 2.3 Assessment – Discussion
Candidates understand how to interpret, analyze, evaluate, and produce. (ELAR EC6 ST 12); T2.2s (ISTE 1d)

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; InTASC 2, 3, 5, 7, 8; AMLE 2)
o **SLO 3.2 Assessment – Exam** Candidates will explore various types of text (including digital literacy, e-text) to support and promote individual reading development. (EC6 Texas ELA ST VII; 4/8 Texas ELA ST VII) (EC6 Texas PPR ST I)

o **SLO 3.3 Assessment – Manual and Digital Assignment** Candidates will know how to use readability formulas (including Fry’s, Flesch-Kincaid’s, & Microsoft Word’s) to evaluate both written and digital texts for appropriateness of reading difficulty. (EC6 Texas ELA ST XII; 4/8 Texas ELA ST VII) (EC6 Texas PPR ST I); T3.1s (ISTE 3d)

o **SLO 3.4 Assessments – Exam (Create a Digital Workshop Lesson Plan), a Digital Morning Meeting, & Anchor Chart Assignment** Candidates will learn the characteristics of a Reading Workshop environment within a Language and Literacy block of instruction and how to maintain an authentic literacy classroom based on the learning and thinking of the students (including: literate environments, anchor charts, student thinking displayed). (EC6 Texas ELA ST IV, X; 4/8 Texas ELA ST II) (EC6 Texas PPR ST I); T1.1s (ISTE 2b), T2.2s (ISTE 5d), T2.4s (ISTE 3b), T3.1s (ISTE 1d)

o **ESL SLO 3.5 Assessments – Anchor Chart, Morning Meeting Visuals, & Exam** Candidates will know the factors that contribute to multicultural environments including intercultural communication, intercultural education, cross-cultural education, multicultural education, native culture, target culture, bicultural, ethnocentrism, stereotyping, and long-term intercultural empathy. (ESL SLO 2.3; Texas ESL ST II; TESOL 2) (Texas PPR EC6 2.1k, 2k, 3k, 4k, 6k, 19k, 2.1s, 2s, 3s, 19s, 7.9s & 4/8 2.1k, 2k, 3k, 4k, 6k, 8k, 19k, 1s, 2s, 3s, 4.12s; CS EC6 1D; TS EC6 & 4/8 4A(i), 4A(ii), 4A(iii))

o **Texas ELAR SLO 3.6 Assessment – Exam** Candidates understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension. (ELAR EC6 7.1k, 2k, 4k, 9k, 12k, 22k, 23k, 7.6s, 7s, 9s, 12s, 13s & 4/8 4.1k, 2k, 7k, 9s, 12s, 13s)

- **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; InTASC 6; AMLE 4; InTASC 1, 2, 3, 5, 6, 8)

  o **ESL SLO 4.1 Assessments – Discussion on Social Media & ESL Assessment Position Paper** Candidate will analyze concerns involving the assessment of language acquisition including standards, competence performance issues, reliability, validity, summative, and formative evaluations. (ESL SLO 4.3; Texas ESL ST VI; TESOL 4c) (EC6 Texas PPR ST I, II); T2.2s (ISTE 3c), T3.2s (ISTE 3d)

  o **SLO 4.2 Assessments – ESL Assessment Position Paper & Exam** Candidates will know informal and formal reading assessment measures and identify the appropriate measure of assessment based on readers’ needs. (Texas PPR EC6 1.25k, 27k, 10.2k & 4/8 1.25k 1.27k, 8.2k; 4/8 Texas ELA ST VIII; TS EC6 & 4/8 5A(ii))

  o **ESL SLO 4.3 Assessment – ESL Assessment Position Paper** Candidate will examine current language assessment tools including American Council on the Teaching of Foreign Languages (ACTFL), Oral Proficiency Interview (OPI), Test of English for International Communication (TOEIC), Test of English as a Foreign Language (TOEFL), Oral Language Proficiency Test (Oral IPT), Stanford English Language Proficiency Test (Stanford ELP), English Language Development Assessment (ELDA), and Comprehensive English Language Learning Assessment (CALLA). (ESL SLO 4.4; Texas ESL ST VI; TESOL 4c) (EC6 Texas PPR ST I, II)
Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children. (ACEI 5; InTASC 9, 10; AMLE 5; InTASC 9, 10)

- **ESL SLO 5.1 Assessment – Build a Webpage** Candidates will explore the concepts behind building a community of learners through parental involvement in relation to the ESL population including families as partners, home-school communication, family structures related to culture, educational backgrounds, and family literacy. (ESL SLO 5.2; Texas ESL ST VII; TESOL 5a, 5b) (EC6 Texas PPR ST III, IV) (Texas PPR EC6 1.11k, 4.13s, & 4/8 1.11k, 4.13s; ELAR EC6 1.10s & 4/8 1.13s, 2.13s, 3.11s, 4.19s; T2.4s (ISTE 3b & 3c)

- **SLO 5.2 Assessments – Discussion, Visual, & Exam** Candidates will identify and utilize professional journals, online professional reading organizations, and current literature. (EC6 Texas ELA ST XII; 4/8 TExES ELA ST VII; 4.20s; EC6 & 4/8 5.7k; Texas ELAR 4/8 3.11s; TS EC6 3A(iii)); T2.2s (ISTE 1d)


---

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

**D2L Support -**

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

**Professionalism / Dropbox Assignments / Quizzes to Complete –**

**PROFESSIONALISM** *(will add up to 5 points)*

1. Attendance / Punctuality
2. Attitude / Dispositions
3. Engagement in Discussions / in-class or on-line

**DROPBOX ASSIGNMENTS:** *(will add up to 45 points)*

1. Week 3: ESL Creative Visual Chart (5 points)
2. Week 4/5: ESL Assessment Position Paper (5 points)
3. Week 8: Comparison of Professional Organizations (5 points)
4. Week 9: Digital Morning Meeting Lesson (5 points)
5. Week 10: Anchor Chart Examples (5 points)
6. Week 11: Parent Newsletter (5 points)
7. Week 12: Determining Readability (5 points)
8. Week 13: Action Research (5 points)

**QUIZZES & COMPREHENSIVE FINAL EXAM:** (will add up to 50 points)

1. Week 2: The TEKS System (8)
2. Week 6: New Literacies of 21st Century Technology (8)
3. Week 7: Foundations of ESL (8)
4. Week 9: The Culturally Responsive Classroom (8)
5. Week 11: Digital Literacy and E-Books (8)
6. Week 14: COMPREHENSIVE Final Exam (10)

**Late work**

Late work is **NOT** accepted except in the event of death of an immediate family member or serious illness and with proper documentation; consideration may be made at the discretion of the professor. Accepted late work must be completed within one week (7 days) following the return from being absent. It is highly recommended that you still complete the assignment and read the required notes and articles to gain the knowledge needed, although a grade of zero could possibly still be entered. Also, if it is late work, there might not be the same feedback as you would receive if it was on time. See more detail in Attendance Policy section below.

**Professionalism**

You are expected to show initiative and to **actively participate** in face-to-face discussions. You are expected to have a professional demeanor that will reflect your future successful teacher qualities. It is expected that you participate in the face-to-face classroom environment. Work is to be professional, neat and have the quality and integrity expected of a future teacher. **Correspondences, whether by e-mail or in writing are expected to be professional.**

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

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

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropbox</td>
<td>45 points</td>
</tr>
<tr>
<td>Quizzes &amp; Exam</td>
<td>50 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
</tr>
</tbody>
</table>
Please note: **extra credit assignments are not an option for this course.**

**V. Course Timeline:**

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

**VI. Required Textbooks:**


**Textbook Details**

**STRATEGIES FOR TEACH.ENGLISH LEARNERS | Edition: 3RD 13**

*Author: DIAZ-RICO*  
*ISBN: 9780132685184*  
*Publication Date: 03/27/2012*  
*Publisher: PEARSON*  
*Estimated Student Price (Savings based on Print, New):*  
  *Print, new: $126.65*  
  *Print, used: $95.00  (25% Savings)*  
  *Print, new rental: $86.10  (32% Savings)*  
  *Print, used rental: $59.55  (53% Savings)*  
  *eBook, buy: $60.00  (53% Savings)*  
  *eBook, rent (for 180 days): $30.00  (76% Savings)*  

*Student use of this title is: Required*  
*Rating:*  
[BN.com Details](#)  
*Title: Strategies for Teaching English Learners | Edition: 3*  
*Author: Lynne T. Diaz-Rico*  
*Publisher: Pearson*  

**Live Text:**

*As of now, this course does NOT have a LiveText assessment.*

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1) Course and program improvement, planning, and accreditation; 2) Instruction evaluation purposes; and 3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in
completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII: Student Ethics and Other Policy Information:

Attendance Policy 6.7:

Due to the nature of the class, participation is critical. Being an active face-to-face and/or online participant means regularly referring to DUE dates and abiding by the timeline set forth. E-mail and announcements should be checked on a regular basis as well as reading and responding to colleagues’ discussion board postings.

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

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

Class Attendance and Excused Absence: Policy 6.7

1. **Personal Days**- You are expected to attend all classes, arrive on time, and actively participate in class. If you know you are going to be out, please let me know. This is a professional courtesy that must become part of your routine. You may notify me by phone or email or advise me during class time. Work due on the day you are absent must still be submitted **ON THAT DAY**, by a classmate or electronically. If you submit it electronically, a paper copy must be submitted on the day of your return. If you miss more than 2 unexcused absences, that will result in a drop in letter grade. If you are tardy or leave class early more than twice, that will result in an absence.

2. **Excused Absences**- You also have officially excused SFASU days available to you that are covered under SFASU policy. University policy lists the following reasons for excusing a student: Health-related issues, family emergencies, and student participation in university-related activities. Sick days and university-related activities require appropriate documentation so that any missed work may be completed.
3. **Unexcused Absences**—Absences other than those listed above will be considered unexcused, after **2 unexcused absences, this will result in a drop in letter grade for the semester**. For example: A student that earns an A and has 3 unexcused absences will receive a B for the semester; a student that earns an A and has 3 unexcused absences will receive a C for the semester, etc. Vacations, work camps, or any absences not related to SFA activities are considered unexcused.

4. **Late to Class/Leaving Early**—Two tardies or two leaving early results in one absence. You need to be in class the full 1 hour and 15 minutes to participate in all of the activities we create and work on, being late or leaving early will result in confusion and misplaced dates for assignments.

5. **Sleeping** in class is not an acceptable behavior and will be evaluated as an absence. As a professional teacher, you will be responsible for other peoples’ children—choose to be responsible and/or motivated enough to partake of every learning opportunity in your pre-service training.

6. **Teacher-Student Emails**—Emails from students will receive a response within 48 hours between Monday—Friday, 9-5. Weekend responses will be limited.

---

**Students with Disabilities:**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

---

**Academic Integrity Policy 4.1:**

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

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to: 1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; 2) the falsification or invention of any information, including citations, on an assigned exercise; and/or 3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are: 1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; 2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and 3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp).

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.
Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Policy 5.5:
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct Policy 10.4:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

IX. Additional Information:

Texas Certification/Licensing:
To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public-school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due (date will be given in relevant courses). If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

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

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

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

References:


**Technology Apps**

- Piktochart
- PowToon
- Emaze
- Moovly
- Prezi
- Pear Deck
- Glogster
- Infograph
- Animoto
- Sliderocket
- Popplet
- Canva Posters
- Kahoot
• SlideShare
• Epic Reading
• Piazza
• Quizlet
• Edublog
• Brainpop
• Showbie
• Educreations
• Socrative Student
• Nearpod
• Evernote
• Planbook
• Classdojo
• Classkick
<table>
<thead>
<tr>
<th>Tentative Calendar Activities</th>
<th>Readings Preparations</th>
<th>Outside of Class Assignment Preparations</th>
<th>YOUR Notes, Technology, Transitions, Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>RDG 318 Survey of Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Jan 16 Week 1 Setting Up for Success**
- Meet your Professor
- RDG 318 Procedures

**Readings**
- Chapters and Articles - class day

**Outside of Class Assignment**
- Preparations
- Due in D2L by 11:30 PM, Monday night

**YOUR Notes, Technology, Transitions, Terms**

**Jan 21 Week 2 TEKS**
- The TEKS System
- Texas’ State Curriculum

**Outside of Class**
- Assignment
- Preparations
- Due in D2L by 11:30 PM, Monday night

**YOUR Notes, Technology, Transitions, Terms**

**Jan 23**
- Using Bloom’s Taxonomy & Apps

**Outside of Class**
- TEKS app

**YOUR Notes, Technology, Transitions, Terms**

**Jan 28 Week 3 ESL Education**
- Who Are English Language Learners?

**Outside of Class**
- STEL Ch 1

**YOUR Notes, Technology, Transitions, Terms**

**Jan 30**
- Terminology & Concepts

**Outside of Class**
- D2L Dropbox Assignment: ESL Creative Visual Charts (5)
- Sun, 2/2

**YOUR Notes, Technology, Transitions, Terms**

**Feb 4 Week 4: Module 4: Assessments**
- Testing vs. Assessments

**Outside of Class**
- Article: Garfield Reading Attitude Survey
- Quizlet
- Burke “Older Readers” Inventory

**YOUR Notes, Technology, Transitions, Terms**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Assignment/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 6</td>
<td>Five Components of Reading Assessments</td>
<td>D2L Dropbox Assignment: ESL Assessment Position Paper (5) due to SFA’s AARC</td>
</tr>
<tr>
<td></td>
<td>Begin ESL Assessment Position Paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Burke Reading Inventory</td>
<td></td>
</tr>
<tr>
<td>Feb 11</td>
<td><strong>Week 5: Informative/Formative Assessments</strong></td>
<td>BLT Ch. 9 (D2L) Video: TEA Accountability</td>
</tr>
<tr>
<td></td>
<td><strong>Informative/Formative Assessments</strong></td>
<td></td>
</tr>
<tr>
<td>Feb 13</td>
<td>Informative/Formative Assessment</td>
<td>D2L Dropbox Assignment: Final Paper - ESL Assessment Position Paper (5) Sun, 2/16</td>
</tr>
<tr>
<td></td>
<td><strong>K!</strong></td>
<td></td>
</tr>
<tr>
<td>Feb 18</td>
<td><strong>Week 6: Who Has Influenced Reading Instruction?</strong></td>
<td>Article: Looking back, Looking forward</td>
</tr>
<tr>
<td></td>
<td>Pioneers of English Language Art</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pioneers of Digital Literacy</td>
<td></td>
</tr>
<tr>
<td>Feb 20</td>
<td>Pioneers of ESL Language Arts</td>
<td>BLT: Ch. 2 (D2L) STEL: Ch. 3</td>
</tr>
<tr>
<td></td>
<td><strong>BLT:</strong> Ch. 2 (D2L) STEL: Ch. 3</td>
<td></td>
</tr>
<tr>
<td>Feb 25</td>
<td><strong>Week 7:</strong> Take Quizzes today</td>
<td>D2L Quiz: New Literacies of 21st Century Technology (8) &amp; Foundations of ESL (8)</td>
</tr>
<tr>
<td></td>
<td><strong>Take Quizzes today</strong></td>
<td>Tues, Feb 25</td>
</tr>
<tr>
<td></td>
<td><strong>2 Quizzes!!!</strong></td>
<td>PICK Article 1-2-3 for Feb 27</td>
</tr>
<tr>
<td></td>
<td><strong>PICK Article 1-2-3 for Feb 27</strong></td>
<td></td>
</tr>
<tr>
<td>Feb 27 What Guides Literacy Instruction?</td>
<td>Literacy Association Websites</td>
<td>D2L Dropbox: Comparison of Professional Organizations (5) Sun, 3/1</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>• Reading Organizations</td>
<td>Explore NCTE.org Professional Organizations</td>
<td></td>
</tr>
<tr>
<td>• Reading Articles - Jig Saw Reading 1-2-3</td>
<td>1) Article: Common Core State Standards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Article: Adolescent Literacy: A Position Statement…</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Article: TESOL Language and Literacy Development of Young ELLs Position Paper</td>
<td></td>
</tr>
<tr>
<td>Epic Reading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| Mar 3 Week 8: Creating a Classroom Community | Article: Systems to Transform your Classroom | |
|---------------------------------------------|-----------------------------------------------||
| • Morning Meetings | Class Dojo | |</p>
<table>
<thead>
<tr>
<th>Mar 5</th>
<th>STEL Ch 14, pp.363-374</th>
<th>D2L Dropbox Assignment: Create a Digital Morning Meeting Lesson (5) D2L Quiz: The Culturally Responsive Classroom (8) Assignment &amp; Quiz, Sun 3/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 9-13</td>
<td>Spring Break!</td>
<td></td>
</tr>
<tr>
<td>Mar 17 Week 9: What is a Literate Environment?</td>
<td>Article: Pay Attention-Intro to Slow Reading Article: A Closer Look at Anchor Charts Article: Rethinking the Book Box</td>
<td></td>
</tr>
<tr>
<td>• Reading Zone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Anchor Charts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 19</td>
<td>Article: Workshop to Inspire Lifelong Readers</td>
<td></td>
</tr>
<tr>
<td>• Reading Workshop</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Nearpod**

RDG 318, EB Gound

17
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Video: Watch Reading Workshop</th>
<th>Article: A Room for Beliefs</th>
<th>Look at Action Research Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 24</td>
<td>Week 10: Literate Environment Continued</td>
<td>Turn and Talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 26</td>
<td>Class not meeting –</td>
<td>Work on Assignment: Anchor Chart, Reading Workshop, or Turn and Talk</td>
<td>BrainPop</td>
<td>D2L Dropbox Assignment: Anchor Chart, Reading Workshop, or Turn and Talk Example (5) Sun, Mar 29</td>
</tr>
<tr>
<td>Mar 31</td>
<td>Week 11: Types of Text</td>
<td>Article: Text Complexity is the new Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 2</td>
<td></td>
<td>Article: Fry Readability Instruction</td>
<td>D2L Dropbox Assignment: Parent Newsletter (5) D2L Quiz: Digital Literacy and E-Books (8) Sunday, Apr 5</td>
<td></td>
</tr>
<tr>
<td>Apr 7</td>
<td>Week 12: Types of Text</td>
<td>Readability Instructions Educreations</td>
<td></td>
<td>Look at Action Research</td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Activity</td>
<td>Tools</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Easter Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 14</td>
<td>Week 13:</td>
<td>• Readability Continued</td>
<td>Readability</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Instructions</td>
<td></td>
</tr>
<tr>
<td>Apr 16</td>
<td>Start</td>
<td>Professional Responsibilities</td>
<td>Edublog</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D2L Dropbox</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assignment:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Determining</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Readability</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(5) Sunday, Apr</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Apr 21</td>
<td>Week 14:</td>
<td>Continue Professional Responsibilities</td>
<td>STEL Ch 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Remind 101</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Making School &amp; Family Connections Professional Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 23</td>
<td></td>
<td>Professional Responsibilities continued</td>
<td>Article: TBA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Complete Dropbox Assignment: Action Research – Interview (5) Sun, 4/26</td>
<td></td>
</tr>
<tr>
<td>Apr 28</td>
<td>Week 15:</td>
<td>Course Review</td>
<td>Piazza</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>----------------------------------------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>Apr 30</td>
<td>Prepare for final exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Finals Week</strong></td>
<td><strong>D2L Quiz: Final Exam (10)</strong> – available 8:00 a.m.-10:00 p.m.</td>
<td>Tuesday, May 5 @ 11:30 p.m.</td>
<td></td>
</tr>
</tbody>
</table>