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

I. Course Description– Language & Literacy 1 is 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 and a Lecture Packet are assigned for this course; see section VI.
Other readings are free online and/or embedded within the course content pages in D2L.

This class is 3 credits and meets twice each week (Tuesday/Thursday) in 75-minute segments for 15 weeks with a 2-hour final m/c comprehensive exam. Course pages are located at http://d2l.sfasu.edu. Students have significant readings online in D2L which supplement class lectures, and prepare students for weekly quizzes plus various assignments which provide evidence of learning. Assignments include sharing research articles and parent communication techniques re SBRR/STR, analyzing various assessments of student progress, writing lesson plans using TEKS/ELPS and differentiating for instruction to improve reading skills. In addition to a midterm and final exam, students are asked to write an essay in class during Dead Week on specifically how to teach reading. In general, readings and assignments for this course average a minimum of 6 hours per week preparation, and a good half of the final course grade is heavily influenced by 3 exam scores (midterm, final, essay).

OVERVIEW:  This is an introductory foundational course in early literacy development, assessment, and instruction and is geared toward a general but solid understanding of the early literacy development process. In this web-enhanced course, you will learn 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 and stages for reading development?
How do I teach it?  How do I test it?  How do I improve it?
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 the course.

This course is aligned with state (TExES) and national (IRA/CAEP) 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-RU1Jww and the current Every Child Succeeds Act (ESSA) http://www.ed.gov/esea

The Perkins College of Education (PCOE) at Stephen F. Austin State University is committed to the following core values http://coe.sfasu.edu/about-us
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

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

In SUM, 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.

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 Texas degree plus reciprocity (other states’ recognition of your SFA degree if you move!).

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

ASSIGNMENTS (due dates in calendar)
1 bonus point – HELLO – introduction posting in Discussions (bonus point) You may want to try the course pretest quiz, as well.
30 points – Research Discussion – Phonemic Awareness and Alphabetic Principle – Teachers continue their own professional development beyond certification, and for life. You will search for current research articles on phonemic awareness

The boy above captured in candid shots with grandpa, dad, and his dog graduated from Princeton. Early opportunities and experiences count.
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 (response to another is optional for summer class). SLO Standards 1.4, 1.5, 4.3

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

50 points – Spelling Inventory and Lesson Plan aligned with TEKS (Word Study Phonics). You will evaluate a child’s spelling and develop a direct model word study lesson plan to improve that child’s phonics skills using our Beck book of sequential systematic phonics lesson plans for building words in an interactive engaging format (aligned with TEKS and LO TEKS). SLO Standards 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3

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

SLO Standards 1.1, 1.4 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.2, 4.1, 4.2

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

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

SLO Standards 1.5, 1.6, 1.7, 2.1, 2.2, 4.2, 4.3

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

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

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

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

FINAL GRADING: You may earn a maximum total of 1000 POINTS (plus 1 bonus point) in this course. We are not averaging scores. Earn 900+ total points = receive a course grade of A; earn 800 – 899 = B; 700 – 799 = C; 600 – 699 = D; <600 = F

Exception: You may NOT earn a course grade of A if you score lower than a C on either the m/c final exam or the essay final.

SFA considers: Final grade of A = Excellent; B = Good; C = Average

http://www.sfasu.edu/registrar/185.asp

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

You will not need to access to a ‘real child’ to complete course assignments.

Refer to the CALENDAR for READINGS, ASSIGNMENTS, DUE DATES. Stay abreast of any updates in class.

Grading Rubrics & Grades. There is a summary list of tentative RUBRICS for all assignments following the syllabus in D2L. Please ASK when assignment expectations are not clear. Upon receipt of your grade for any assignment, take time to reflect and please ask if you have questions or if the grade appears to be entered incorrectly. Do not wait until the end of the semester.
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. More in Section VIII.

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

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

Do Your Best Work and Request Feedback as needed. Work ahead and if uncertain about any assignment, please ASK. Feel free to email or share an assignment for quick free feedback up to a week before it is due (no more than one time per assignment) but be sure it is a final draft and not a sloppy copy.

There are NO RE-Dos or extra credit; once work is submitted, a final grade for it will be given.

Quizzes. Only quizzes given in class count for a grade in this course. Quizzes in D2L are optional & for review only.

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

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

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

Free Computers across campus. These are located in the Student Union, Library, and in this ECRC building, as well.

IV. Evaluation and Assessments (Grading)
Assignments are listed w point value and described in section III above, also beginning of D2L course pages Calendar lists specific exam and assignment DUE dates plus required readings; see section V below.
Grading Rubrics (tentative) are provided at the beginning of the D2L course content modules.
Tech Support is also provided in the D2L course modules, near the beginning.
Special Needs Documentation – See section VIII. Take care of this each semester and email requests / reminders / concerns (use D2L email), or stop up after class or visit during office hours. Keep in mind that your professor is never told about your specific situation unless you share it.

Professor Judgment. There are intangibles to learning that cannot always be captured objectively. Professional educators, given their education and experience, come to recognize that individual students may understand more or less than “objective criteria” reveal. In this course, your grade may improve if, for example, informal talks outside of class, or perceptive questions and creative answers during class or on exams or assignments, indicate a significantly greater competence and understanding of the material than objectively demonstrated for that particular overall final grade of B, C, D, or F.
**Drop Box Area.** Ignore this area (It is for WEB courses only or unusual circumstances). You will submit all assignments in class except for the Research Posting and the Parent Newsletter/Flier page, which you will POST in DISCUSSIONS (look up, click Course Tools).

**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 / returned.

**Mid-Semester Grades.** Midterm grades will not be posted (University Policy A-54 only requires this for 100-200 level courses). Because many of the points earned during the first half of the semester are more easily acquired due to the collaborative nature of the group table quizzes, etc, the number of points you will have acquired by mid semester will not accurately predict your final grade for this course. If you are still looking for some way to gauge your current success in this course, consider how well you did on the midterm. It tends to reflect final grades in general, so if you did well, keep up the good progress; if not, this is the time to stop in to see me and to work hard to made changes to ensure a better overall course grade by the end of the semester (which is possible at this point).

**University Attendance Policy.** University and department policies require evidence of attendance and participation of all students in all courses. Students must be attending and participating in all courses to qualify for and to receive financial aid. **Students reported for non-attendance or non-participation in their courses when census day course rosters are submitted could have their financial aid withdrawn. This includes online courses.**

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

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**V. Tentative Course Timeline/Calendar**

<table>
<thead>
<tr>
<th>RDG 320 Calendar</th>
<th>SPG 2020</th>
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<tbody>
<tr>
<td><strong>MON</strong></td>
<td><strong>TUESDAY</strong></td>
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<tr>
<td>Our first week of class</td>
<td>JAN</td>
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<tr>
<td>BEFORE CLASSES BEGIN: Get organized; buy Beck book &amp; 2019 lecture packet, ten 882-ES long scantrons, #2pencils, large essay booklet.</td>
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<tr>
<td>15 – SFA DAY 1</td>
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<tr>
<td>Read D2L Learning Module 1, Building Blocks for Reading.</td>
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**SFA ACADEMIC CALENDAR** [https://orion.sfasu.edu/calendars/](https://orion.sfasu.edu/calendars/)
<table>
<thead>
<tr>
<th>Week 2</th>
<th>JAN 21 TODAY IN CLASS: Quiz 1 Homework AFTER the quiz in class: READ D2L Module 2, Skills for Reading. Review RESEARCH POST assignment end of module 2 and in your Lecture Packet. 23 TODAY you will SIGN your name on our seating chart and establish your permanent seat in this class. Homework: READ Mod.3, Approaches to Teaching Reading. To prepare for TUE quizzes, do the readings &amp; attend class. JAN 26th DUE SUN Post Research in D2L Discussions. Follow FORMAT provided end mod 2.</th>
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<tr>
<td>Week 3</td>
<td>TODAY: Quiz 2 Homework: Mod. 4, Levels &amp; Stages of the Reading Journey. 30 HOMEWORK: READ Mod. 5. Writing supports Reading</td>
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<td>Week 4</td>
<td>TODAY: Quiz 3 READ Beck Book, Chap 1 &amp; 2 6 READ Beck Book, Chap 3 &amp; 4 READ Mod. 6A – Quick Word ID</td>
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<tr>
<td>Week 5</td>
<td>TODAY: Quiz 4 READ Mod. 6B – Language Dev &amp; assessment of Primary Area of Concern (PAC) supporting comprehension 13 HOMEWORK: READ Mod 7A (Phonics) Practice Phonics OFTEN; you MUST master basic phonics to teach reading <a href="http://English.Glendale.cc.ca.us/phonics.html">http://English.Glendale.cc.ca.us/phonics.html</a></td>
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<td>Week 6</td>
<td>TODAY: Quiz 5 READ Mod. 7B (Strategies for Teaching Reading 20 Work on Parent NEWSLETTER / FLYER assignment explained at the end of module 7B and in class.</td>
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<tr>
<td>Week 7</td>
<td>TODAY: Quiz 6 Today: Read module 9 on Diversity. 27 DUE: Post Newsletter Explained end of module 7B. Homework: READ Module 8, assessment</td>
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<tr>
<td>Week 8</td>
<td>MAR 3 TODAY: Quiz 7 Read: Packet pages on dyslexia &amp; ESL. Check email for updates. 5 MIDTERM EXAM May use 5x7&quot; notecard of notes both sides</td>
<td>READ Beck Book, Chap 5, 6, 7</td>
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<td>Week 9</td>
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<td>Spring Break</td>
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<tr>
<td>Week 10</td>
<td>17 Taking Running Records Do not miss class 19 DUE TODAY in class: Spelling assignment scored chart &amp; Word Study Lesson Plan; instructions Mod 10 READ Mod. 6C – Types of Books</td>
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<tr>
<td>Week 11</td>
<td>24 THIS WEEK: Read Beck book chap 8 26 DUE IN CLASS TODAY: CBM assignment explained in mod 10 and in packet Read Beck book chap 9 - 10</td>
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<td>Week 12</td>
<td>31 Read Beck book chap 11-12</td>
<td>APR 2 Assessment practice</td>
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<td>Week 13</td>
<td>APR 7</td>
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<tr>
<td>TEST TODAY: Running Record</td>
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<td>You may refer to lecture &amp; packet notes</td>
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<tr>
<th>Week 14</th>
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<tr>
<td>Today: Quiz 8 tentative</td>
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<td>Remember always to check email before coming to class to take this quiz</td>
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<tr>
<th>Week 15</th>
<th>21</th>
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<tr>
<td>Essay Exam Review</td>
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<tr>
<th>Week 16</th>
<th>28</th>
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<tr>
<td>TEST TODAY: ESSAY on How to teach a child to read; written in class / bring empty blue booklet that I will sign before you begin writing. I will give you a clean copy of packet page 166 for your reference</td>
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<tr>
<th>Week 17</th>
<th>MAY 5</th>
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<tr>
<td>Final Section 3 (11 am class)</td>
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<td>10:45am – 1:15pm</td>
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<td>No notes permitted</td>
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<td>No SFA Classes</td>
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<tr>
<td>Easter Break</td>
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<tr>
<td>Keep reading modules</td>
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<td>Finish Beck Book</td>
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<tr>
<td>DUE TODAY GR Super Kids Comprehension</td>
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<tr>
<td>Lesson Plan; INSTRUCTIONS Mod. 10</td>
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<td>DUE TODAY GR Super Kids Comprehension</td>
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<td>Lesson Plan; INSTRUCTIONS Mod. 10</td>
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<td>Essay Exam Review</td>
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<td>Final Exam review</td>
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<tr>
<td>No 320 Class today / Try the practice final exam in quiz section of D2L / Review FINAL EXAM PREP, Module 10</td>
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<tr>
<td>Final Section 2 (9:30 am class)</td>
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<tr>
<td>8am – 10:30 am</td>
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<td>No notes permitted</td>
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**FINAL EXAMS** Schedule: [http://www.sfasu.edu/registrar/194.asp](http://www.sfasu.edu/registrar/194.asp)

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**General Sequence of Important Key Concepts**

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

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

Week 3
Phonological & Phonemic Awareness Hierarchy
Alphabetic Principle & reciprocal nature of AP to PA
Phonics Basics & Word ID / not all words are equal
Spelling Development; Scoring Inventories

Week 4
Models for Teaching Reading
Levels & Stages of Reading
3-Tier Reading Model / RTI & At Risk
Assessment, Instruction, intervention

Week 5
Text Types, Leveled Books, Readability, Lexile range
Primary Area of Concern (PAC) Benchmarks

Week 6
Shared Reading; Retell Narrative & Expository
Guided Reading, Reading Workshop, Flexible Groups
Word Study (word building) using Beck book
Interactive Writing, Reading Recovery

Week 7
Assessment & Development of Fluency
Morphological Awareness, Multisyllable Words
Comprehension, Vocabulary, Tier 2 Words

Week 8
Midterm Review & Exam

Week 9-16
The 2nd half involves more application of content learned
Taking Running Records & Analysis
Fluency, the Bridge to Comprehension
Spelling Inventory & Word Study Lesson Plan
Dyslexia / English Language Learners
Differentiating Instruction & Maximizing Learning
CBM progress monitoring
Comprehension; lesson plan using Super Kids book & instructional video
Essay – How to teach reading
Final Review

VI. Readings / Required and Recommended

REQUIRED

FREE ONLINE

Steps to Success: Crossing the Bridge between Literacy Research and Practice By Kristen A. Munger ED. (2016) Published by Open SUNY Textbooks, Milne Library. ISBN 978-1-942341-22-2 Retrieved: https://mtechnopublishing.geneseo.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
Chapters covered include Chap 2 (Quick Word ID); Chap 3 (Word Meaning and Language Development); Chap 6 (writing instruction). Chap 5 (Assessment), Chap 7 (digital literacy), and Chap 8 (ELL support).

**Materials:** You will also need a large essay booklet, ½ in. notebook to hold Lecture Packet, 10 long skinny 882-ES scantrons.

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


**English Learner (EL) BOOKS – Previously required for ALL “Elem Ed” majors**

[We will read chapters 1, 6 (to page 153), 7 (to page 182), and chapter 10]: “Strategies for Teaching English Language Learners” (STELL book) by Lynne T. Diaz-Rico, published by Pearson 2013 third edition ISBN 13: 978-0-13-268541-4. We will also read a few pages from the Horwitz book, *Becoming a Language Teacher*.

**PLEASE NOTE:** Much of this information is shared in D2L modules for our needs.

Literacy Begins at Home by the National Institute for Literacy. **FREE online:**

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

**Recommended Resources / some included in course modules**

- TEKS http://tea.texas.gov/index2.aspx?id=6148
- TPRI https://www.tpri.org/about/what-is-the-tpri.html
- PREL, A Focus on Fluency http://wwwERIC.ed.gov/PDFS/ED481962.pdf
- SEDL, Reading Research Evidence https://www.sedl.org/reading/framework/research.html
- Scientifically-Based Reading Research http://reading.uoregon.edu/big_ideas/

**Recommended FREE online:**


Early Beginnings: Summary of the National Early Literacy Panel Report – p. 6
A Child Becomes a Reader: Kindergarten through Grade 3 – Reading Building Blocks – 3 pp
Put Reading First: A Parent’s Guide Preschool through Grade 3 – 8 pp
Report of the National Reading Panel: Teaching Children to Read - 33 pp (read 3 pages: findings / building blocks)
Effective Literacy and English Language Instruction for English Learners in the Elementary Grades (2007) p. 6


ILA http://www.literacyworldwide.org/about-us/our-story

DIBELS Data System - https://dibels.uoregon.edu/


NAEYC Code of Ethics Scenarios www.naeyc.org/ecp/resources/ethics

Literacy Updates & Position Statements https://literacyworldwide.org/get-resources/position-statements
VII. Course Evaluations  
Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate. The PCOE faculty is committed to excellence in teaching and continued improvement and your response is critical. 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. Instructions: Find it in Jacks email or log onto MySFA, click Academics, scroll down to course evaluations and surveys section.

VIII. Student Ethics and Other Policy Information

See https://www.sfasu.edu/policies  http://www.sfasu.edu/judicial/policies.asp

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

SFA policy reads: Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. Students are responsible for notifying their instructors in advance, when possible, for excusable absences (in face to face classes).

Whether absences are excused or unexcused, a student is still responsible for all course content and assignments in this course. Make-up work must be completed as soon as possible after returning from an absence. PLEASE NOTE in section IV above that points will still be deducted from your attendance grade when you miss more than two classes, even when you provide a solid excuse (which you are encouraged to do at the end of the term). Please understand also that these (few) missing points at the end of the term will not ruin an otherwise strong grade if at the end of the semester your point total is close to and deserving of the next higher overall grade. Questions? Please ask.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible each semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids you wish to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. 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 extra time for taking exams in class, and anyone is welcome to come early to take the class (daily) quizzes or even the midterm or final exam, so no special provision is needed or will be made for quizzes/exams in this course. If you feel this is still a problem for you, let’s discuss.

Honors Contract
Students in the School of Honors may request to take this course as an Honor’s course. Ask for the handout that will direct you on this. However, if your regular course work suffers or becomes less than professional or below the high level expected of an Honor's student, the contract will be cancelled. http://www.sfasu.edu/honors/
Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. NOTE: Turnitin may be used to detect plagiarism on submitted work for this course [http://turnitin.com/](http://turnitin.com/)

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, makeup 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](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703. This program provides students with recommendations for resources and other assistance that is available to help SFA students succeed.

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

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Begin NOW; teachers are held to a higher standard.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at [https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/)
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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). 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, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu or the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

Other Information – Looking Ahead

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

Elementary Ed Majors – Admission to Teacher Education / Teacher Certification. Requires 2.75 GPA at this point, but keep in mind that requirements continue to rise across the nation because research shows us that a “quality teacher” CAN make a big difference (ask your advisor for the latest requirement sheet for your group) 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. Teacher Quality http://hanushek.stanford.edu/publications/valuing-teachers-how-much-good-teacher-worth

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). This also can change. Ask your advisor for the latest information. You may read about these exams and how to prepare for them http://www.tx.nesinc.com/PageView.aspx?f=GEN_PreparationMaterials.html 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 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). Preps for all exams are listed here http://www.tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_PrepManuals.html Sample practice page, begin p. 14 https://www.tx.nesinc.com/Content/Docs/291PrepManual.pdf

IX. Resources

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 ECRC if you can come to the SFA campus.

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

Visit today; beat the rush for next semester!

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

Have a Question? http://www.sfasu.edu/frmEmail.asp?rc=registrar@sfasu.edu

**Detailed Course Alignment**

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

Listed below are the Program Learning Objectives (PLO) and Student Learning Objectives (SLO) for this course. They align with our PCOE mission of preparing competent professionals, and include values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct early childhood, elementary, and middle level learners in the acquisition of reading. These Learning Objectives are aligned with the Association for Early Childhood International (ACEI), ELAR EC6 and 4-8 Content Standards, the Association for Middle Level Education (AMLE), InTASC Model Core Teaching Standards, the TExES EC-12 content and teacher standards (Educator Preparation Program Standards / Teacher Standards) http://cms.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/ (160, 291, 211); and the International Dyslexia Association (IDA) content standards for teachers of reading (section 1) and TEC 21.044.c.2 plus TAC §228.35 &.30. The Texas Education Agency’s (TEA) Texas Essential Knowledge and Skills (TEKS) for what Texas students should know and be able to do in English Language Arts and Reading (ELAR), the Technology Applications (TA TEKS) for beginning teachers’ standards, and the ELPS’ LO TEKS, plus ISTE (technology) standards are also incorporated into lesson planning assignments and the SLOs for this course and listed at the end of applicable assignments in this syllabus. This philosophy, vision, and course alignment is intended to provide the foundation needed to successfully complete the remaining reading courses and field experiences in our program which help distinguish SFA graduates from those of other institutions.

**Detailed Alignment Chart & Links**

PCOE Office of Assessment and Accountability http://coe.sfasu.edu/students/students/assessment

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

**Program Learning Outcomes (PLO) and Student Learning Outcomes (SLO)**

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

**PLO 1** (overall program learning objective). Teacher Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; AMLE 1; InTASC 1, 2, 5, 6, 8, 9, 10). In keeping with the PCOE goals for academic excellence, this course carefully guides and supports the prospective teacher candidate through a variety of ways to learn and master reading content in order to begin the journey toward becoming an effective teacher of English Language Arts in the elementary classroom. Upon completion of this course, teacher candidates are expected to understand the following course SLOs:
SLO 1.1 (specific course learning objective) understand that literacy develops over time and progresses from emergent to proficient stages.

**ASSESSMENT: ESSAY** on how to teach a child to read. Standards: ELAR: EC6 (4-8) 4.1k (2.4k) 6.2k (3.8k) 6.2s (3.7s) 4.2k (2.2s) 1.3k (4.3k) 2.2k (2.1k) 3.1k (2.2k) 3.1s (3.3s) 3.2k (2.2k) 7.5k (4.3k) 10.1k (8.1k) 10.3k (8.3k) 10.8k (8.6k) 4.6k (2.8k) 5.1s (3.3s) 5.3s (3.4s) 6.2k (3.8k) 6.2k (3.8k) 5.2s (6.1s) 6.1s (3.11k) 6.2s (3.7s) 4.8-4.8 4.8k / E PR (TS): 1.14k 1.25k 1.2s (TS2ii / TS2Cii) 1.3s (TS1Cii) 1.9s (TS1Aiiii) 1.15s 1.19s (TS1Bii) 1.28s (TS2Ai / TS5Ci TS5Cii) / 1.16s (TS1Cii) / 1.4s 1.11s (TS3Biiii) / 1.21s (TS1Cii) / EP - 1.11k (TS3Aii) 1.7k(TS3Cii) 1.6s (TS3Bi) 1.1s (TS1Bi) 1.4s /1.7s (TS1Ai) / Dyslexia IDA 1:C 1-5, D, E

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

**ASSESSMENT – NEWSLETTER** – TC communicate with parents about language and other foundational skills development. Standards: ELAR: EC6 (4-8 in paren) 1.8s (1.12s) 2.4s / *MLG 4-8 2.12s / Dyslexia IDA Content Sect 1: A, C1, B / E PR (TS) 1.7s (TS1Ai); Tech EP 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d), 6.29s (ISTE 3d); InTASC 5q, 6a, 6j, 6k, 10g.

**ASSESSMENT – EXAMS:** QUIZZES/MIDTERM & FINAL – Standards: ELAR: EC6(4-8) 1.1k (1.1k) 2.1k 2.2k (2.1k) 2.3k 2.3s 3.3k (2.3k) 4.9k (2.1k) 5.1k (3.1k) (4-8 / 2.2s) E PR (TS) 1.28s (TS2Ai / TS5Ci TS5Cii) / DYSLEXIA QUIZ (4-8 / 3.4k) E PR (TS) 1.11k (TS3Aii) 1.21k 1.24k 1.24s ESL QUIZ: EC 6 (4-8) 3.3k (2.3k) / E PR (TS) 1.11k (TS3Aii) / Dyslexia IDA Sect. 1 A,B,C1; E PR (TS): 1.7s (TS1Ai); Tech EP 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d), 6.29s (ISTE 3d); InTASC 8o, 8r, 9a.

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

**ASSESSMENT – EXAMS:** QUIZZES/MIDTERM & FINAL - Standards: ELAR: EC6(4-8) 1.1k (1.1k) 2.1k 2.2k (2.1k) 2.3k 2.3s 3.3k (2.3k) 4.9k (2.1k) 5.1k (3.1k) (4-8 / 2.2s) E PR (TS) 1.28s (TS2Ai / TS5Ci TS5Cii) / DYSLEXIA QUIZ (4-8 / 3.4k) E PR (TS) 1.11k (TS3Aii) 1.21k 1.24k 1.24s ESL QUIZ: EC 6 (4-8) 3.3k (2.3k) / E PR (TS) 1.11k (TS3Aii) / Dyslexia IDA Sect. 1 C-2 / E PR (TS): 1.11k (TS3Aii); and Tech EP 3.1k (ISTE 3a,3b,3c), 3.2k (ISTE 3d), 6.29s (ISTE 3d)

**ASSESSMENT – RESEARCH POST** – TC research and share peer-reviewed information about phonemic awareness and the alphabetic principle. Standards: ISTE 2c; ELAR: EC6 2.5s 1.8s (1.12s), 2.4s; Dyslexia IDA Sect. 1 A,B,C1; E PR (TS): 1.11k (TS3Aii) 1.7s (TS1Ai); and Tech EP 2.4k (ISTE 3a,3b,3c), 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d); InTASC 8o, 8r, 9a.

**ASSESSMENT – NEWSLETTER** – TC communicate with parents about phonological awareness and other foundational skills development. Standards: ELAR: 1.8s (1.12s), 2.4s; PPR (TS) 1.7s (TS1Ai); and Tech EP 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d), 6.29s (ISTE 3d)

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

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

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

**ASSESSMENT – RESEARCH POST** – TC research and share peer-reviewed information about phonemic awareness and the alphabetic principle. Standards: ISTE 2c; ELAR: EC6 2.5s 1.8s (1.12s), 2.4s; Dyslexia IDA Sect. 1 A,B,C1; E PR (TS): 1.11k (TS3Aii) 1.7s (TS1Ai); and Tech EP 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 2.3s 3.3k (2.3k) 4.9k (2.1k) 4.9s (2.1s) 5.1k (3.1k) 5.4s (3.3s) 5.5s (3.5s) 7.5k (4.3k) (4-8 / 2.2s) / E PR (TS): 1.28s (TS2Ai / TS5Ci TS5Cii) E PR (TS) 1.11k (TS3Aii) / 3.3k (2.3k); 5.5k 3.7k); 5.4s (3.3s); 5.5s (3.5s); 7.5k (4.3k)

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

**ASSESSMENT – RESEARCH POST** – TC research and share peer-reviewed information about phonemic awareness and the alphabetic principle. Standards: ELAR: EC6 (4-8 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 (TS1Ai); and Tech EP 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d), 6.29s (ISTE 3d); InTASC 5p.

ASSESSMENT – SPELLING INVENTORY & WORD STUDY LESSON PLAN – SPELLING INVENTORY - TC evaluate student spelling and make recommendations for explicit systematic hands-on word study using Beck phonics book. EC6 E PR (4-8 in paren) 3.4k, 3.2s, 3.3s (2.1s) 5.4k (3.6k) 5.7k (3.10k) 5.1s (3.3s) 6.1k (3.2k) 6.2s (3.11k) 6.6k (3.9k) 7.5s (10.2s) 8.2s (10.3s) 10.1k (8.1k) 10.3k (8.3k) / Dyslexia IDA Content Sect 1: A, C1-2,6; E PR (TS) 1.2k (TS2Ci), 1.3k (TS2Ci), 1.16s (TS1Ai), 1.19s (TS1Aiii), 1.24s (TS1Biii), 1.29s (TS1Fiii / TS5i / TS5Di).

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL – Standards: ELAR: EC6 (4-8 paren): 4.9s (2.1s) 6.1k (3.2k) (4-8 / 3.4k) 3.3k (2.3k) 3.4k (3.3s) 3.1s (3.2s) 4.2k (5.8k, 8.3k) 5.1s (2.3s) 5.3s (3.4s) 3.2s (3.8k) 5.2s (3.8k) 5.6s (4.9k) 8.1s (TS1Ai) 10.3k (8.3k) (4-8 / 2.2s) (4-8 / 8.5k) / E PR (TS in paren): 1.11k (TS3Aii) 1.4s (TS1Ci) 1.11s (TS3Bii), 1.14s (TS2Bi / TS2Ciii), 1.15s (TS3Bi / TS5i / TS5Di).

ASSESSMENT – NEWSLETTER – TC communicate with parents about fluency and other foundational skills development. Standards: ISTE 6b; ELAR EC6 (4-8): 3.2k (2.2k) 6.1k (3.2k) (4-8 / 3.4k) 3.3k (2.3k) 3.4k (3.3s) 3.2s (3.2s) 4.2k (5.8k, 8.3k) 5.1s (2.3s) 5.3s (3.4s) 6.2k (3.8k) 6.2k (3.8k) 5.2s (3.11k) 6.2s (3.7s) / Dyslexia IDA Content Sect 1: A, B, C1-5, D, and E / E PR (TS in paren): 1.7s (TS1Aii) 1.11k (TS3Aii) 1.4s (TS3Bii) 1.11s (TS3Cii) 1.16s (TS1Cii) 1.21s (TS1Ci) 1.25k 1.28s (TS2Ai / TS5Ci TS5Cii) 1.11k (TS3Aii) 1.21k 1.2s (TS2Bi / TS2Ciii) 1.13s (TS1Ci) 1.11s (TS3Bii), 1.14s (TS2Bi) 1.15s, 1.16s (TS3Ci) 1.19s (TS1Aii) 1.20s (TS1Bi) 1.21s (TS1Cii) 1.29s (TS1Fii / TS5i / TS5Di).

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) 6.1k (3.2k) (4-8 / 3.4k) 3.3k (2.3k) 3.4k (3.3s) 3.2s (3.2s) 4.2k (5.8k, 8.3k) 5.1s (2.3s) 5.3s (3.4s) 6.2k (3.8k) 6.2k (3.8k) 5.2s (3.11k) 6.2s (3.7s) / Dyslexia IDA Content Sect 1: A, B, C1-5, D, and E / E PR (TS in paren): 1.7s (TS1Aii) 1.11k (TS3Aii) 1.4s (TS3Bii) 1.11s (TS3Cii) 1.16s (TS1Cii) 1.21s (TS1Ci) 1.25k 1.28s (TS2Ai / TS5Ci TS5Cii) 1.11k (TS3Aii) 1.21k 1.2s (TS2Bi / TS2Ciii) 1.13s (TS1Ci) 1.11s (TS3Bii), 1.14s (TS2Bi) 1.15s, 1.16s (TS3Ci) 1.19s (TS1Aii) 1.20s (TS1Bi) 1.21s (TS1Cii) 1.29s (TS1Fii / TS5i / TS5Di).

ASSESSMENT – RUNNING RECORD – TC assess reading progress using running records, analyze it, and make recommendations for improvement which includes fluency development. Standards: ELAR EC6 (4-8): 4.6k (2.8k) 5.2k 5.3k 5.5k (3.7k) 5.7k (3.10k) 5.8k (8.3k) 5.9k (3.9k) 5.2s (3.2k) 6.2k (3.8k) 6.3k 6.4k (3.9k) 6.6k (3.9k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 6.6s (3.8s) 8.2s (10.2s) 8.3s (10.3s) 10.1k (8.1k) 10.2k (8.3k) 10.8k (8.6k) (4-8 / 8.5k) / Dyslexia IDA Content Sect 1: C2,3 / E PR (TS in paren): 1.2k (TS2Ci) 1.25k 1.7s (TS1Aii) 1.8s (TS3Bii) 1.24s 1.28s (TS2Ai / TS5Ci TS5Cii) 1.29s (TS1Fii / TS5i / TS5Di).

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 (TS3Aii) 1.28s (TS2Ai / TS5Ci TS5Cii).
SLO 1.7 – TC understand and can support the development of word identification skills and reading vocabulary.

ASSESSMENT – NEWSLETTER TC communicate with parents about word id and vocabulary plus other foundational skills development. Standards: ELAR EC6 (4-8 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) 5.2s 5.3k 5.6k (3.2k) 5.7k (3.7k) 5.8k (8.3k) 5.9k (3.9k) 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 – SPELLING INVENTORY & WS LESSON PLAN TC evaluate student spelling and make recommendations for explicit systematic hands-on word study using Beck phonics book to improve reading skills. Standards: SPELLING INVENTORY - ELAR EC6 (4-8 in paren) 3.4k, 3.2s, 3.3s (2.1s), 4.9k (2.11k), 5.2k (3.3k), 5.4k (3.6k) – 5.9k (3.9k) – 5.1s (3.3s) – 5.4s (3.3s / 3.5s) – 5.8k (8.3k) – 5.7s (5.1s) – 8.1s (10.1s) – 10.1k (8.1k)– 10.2k (8.3k) – 10.3k (8.3k) – 10.4k (8.6k) / Dyslexia IDA Content Sect 1: C2,3 / E PR (TS in paren) 1.28s (TS2Ai / TS5Ci TS5Cii) 1.11k (TS1Bi) 1.13s, 1.14s (TS2Bi), 1.15s, 1.16s (TS1Ciii), 1.19s (TSBi), 1.20s (TSBi), 1.21s (TS1Cii), 1.29s (TS1Bi).

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): 2.3s 3.3k (2.3k) 3.2s 4.9k (2.11k) 5.1k (3.1k) 5.5k (3.7k) 5.8k (8.3k) 5.1s (3.3s) 5.2s 5.3s (3.4s) 5.4s (3.3s) 5.5s (3.5s) 5.7s (3.1s) 7.5k (4.3k) (4-8 / 2.2s) (4-8 / 5.5k) 4.9s (2.1s) 6.1k (3.2k) (4-8 / 3.4k) / E PR (TS) 1.28s (TS2Ai / TS5Ci TS5Cii) 1.11k (TS3Ai) 1.19s (TS1Bi).

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): EC-6 (4-8) 3.3k (2.3k)

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

ASSESSMENT – ESSAY on how to teach a child to read which includes meeting needs of diverse student populations. Standards: Ec6 (4-8 IN 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 (TS3ii) 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 5.5k (3.7k) 5.1s (3.3s) 5.2s (4-8 / 2.2s) / E PR (TS)1.11k (TS3Aii) 1.21k / Education of Students w Dyslexia; InTASC 4n.

ASSESSMENT – RUNNING RECORD. TC assess reading progress using running records, analyze it, and make recommendations for improvement which include evidence-based teaching strategies. Standards: ELAR EC6 (4-8): 4.6K (2.8k) 5.6k (3.2k) 5.9k (3.9k) 5.2s 5.6s (3.6s) 6.2k (3.8k) 6.4k (3.9k) 6.6k (3.9k) / DYSLEXIA IDA Content Sect 1: C2,3 / E PR (TS in paren): 1.16k 1.7s (TS1Ai)

ASSESSMENT – LESSON PLANS (Word Study for Phonics fluency; Before, During, After / Prediction for Comprehension). Standards: EC6 (4-8 in parentheses) 3.2s 5.7k (3.10k) 5.9k (3.9k) 5.1s (3.3s) 6.4k (3.9k) 6.5k (3.9k) 6.6k (3.9k) 6.2s (3.7s) / DYSLEXIA Content area 1 - C2.4k, C2.3k, C.3 4 & 5k, C.5.1k / E PR (TS in parentheses) 1.16k 1.21k 1.1s (TS1B) 1.4s 1.7s (TS1A) 1.9s (TS1Aii) 1.11s (TS3Bii) 1.14s (TS2B) 1.15s 1.16s (TS1Cii) 1.20s TS1Bii) 1.21s (TS1Cii); InTASC 4f, 4r, 4m.

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

ASSESSMENT – RUNNING RECORD. TC assess reading progress using running records, analyze it, and make recommendations for improvement which includes various flexible groups targeting specific skills. Standards: ELAR EC6 (4-8): 4.6K (2.8k) 6.4k (3.9k) 6.6k (3.9k) 8.3s (10.3s) 10.2k (8.3k) 10.8k (8.6k)(4-8 / 8.5k) / Dyslexia IDA Content Sect 1: C2.3 / E PR (TS in paren):1.2k (TS2Cii) 1.3k (TS2Cii) 1.29s (TS1Fi) / TS5i / TS5i
ASSESSMENT – LESSON PLANS  (Flexible guided reading groups / Word Study for Phonics fluency; Before, During, After / Prediction for Comprehension). Standards: ELAR EC6 (4-8 in parentheses) 6.4k (3.9k) 6.2s (3.7s) 5.7k (3.9k) 5.9k (3.9k) 6.6k (3.9k) 6.5k (3.9k) / DYSLEXIA Content area 1 - C2.4k, C2.3k, C3.4k, C5.1k / E PR (TS in parentheses) 1.2k (TS2Ci) 1.3k (TS2Ci) 1.1s (TS1Bi) 1.3s (TS1Ci) 1.4s 1.9s (TS1Aii) 1.11s (TS3Bi) 1.14s (TS2Bi) 1.16s TS1Cii) 1.19s (TS1Bi) 1.21s (TS1Cii) 1.29s (TS1Fii / TS5i / TS5Di)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: E PR (TS in paren): 1.14k 1.2s (TS2Bii / TS2Ciii) 1.3s (TS1Ci) 1.15s / Professional Role - can detect & educate students w dyslexia based on evidence-based research

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

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

ASSESSMENT – SPELLING INVENTORY & WORD STUDY LESSON PLAN TC evaluate student spelling and make recommendations for explicit systematic hands-on word study using Beck phonics book to improve writing. Standards: ELAR: EC6 (4-8 paren): 3.4k, 3.2s, 3.3s (2.1s), 4.9k (2.11k), 5.2k (3.3k), 5.4k (3.6k) 5.4s (3.3s / 3.5s) 5.8k (8.3k) 5.7s (5.1s) 10.2k (8.3k) 3.5s 3.4s (8.3k) 5.1s 5.3s (3.1s) 5.2k (3.6k) 5.7k (3.10k) 5.9k (3.9k) 5.1s (3.3s) 6.1k (3.2k) 6.5k (3.9k; 3.9s) 6.6k (3.9k) 8.1s (10.1s) 10.3k (8.3k) EC-6 (4-8) 4.9s (2.1s) 6.1k (3.2k) (4-8 / 3.4k) 3.3k (2.3k) 3.4k 3.1s (3.3s) 3.2s 4.9k (2.11k) 5.8k (8.3k) 5.1s (3.3s) 5.2s 5.7s (3.1s) 10.1k (8.1k) 10.3k (8.3k) (4-8 / 2.2s) (4-8 / 8.5k) / Dyslexia IDA: Sect.1 C-2, 6: 2.4k, C2.3k, C6.Spell.2 / E PR (TS): 1.11k (TS3Aii) 1.7s (TS1Ai) 1.2k (TS2Ci) 1.3k (TS2Ci) 1.7k (TS3Ci) 1.12k / Detection & Education of Students w Dyslexia

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

ASSESSMENT – LESSON PLANS (Direct model lesson plan for explicit systematic hands-on Word Study Phonics lesson using Beck book; Before, During, After / Prediction for Comprehension plan using flexible guided reading group / all based on TEKS and incorporating LO TEKS). EPR (TS) Standards: All Lesson Plans address this Knowledge (K): 1.2(TS2Ci), 1.3 (TS2Ci), 1.7 (TS3Ci), 1.11 (TS3Aii), 1.12, 1.13 (TS1Aii), 1.14 (TS1Di), 1.16, 1.19, 1.21, 1.24, 1.25, 1.26 (TS5Aii) All Lesson Plans address these Skills(S) 1.1(TS1Bi), 1.2(TS2Bi / TS2Cii), 1.3(TS1C), 1.4, 1.6(TS3Bi), 1.7(TS1Aii), 1.8(TS3Bi), 1.9(TS1Aii), 1.11 (TS3Bi), 1.12, 1.13, 1.14(TS2Bi), 1.15, 1.16(TS1Cii), 1.19(TS1Bi), 1.20(TS2Bi), 1.21(TS1Cii), 1.24, 1.28(TS2Ai / TS5Ci / TS5Ci), 1.16, 1.19, 1.21, 1.24, 1.28 (TS2Ai/T5Ci/T5Ci), 1.29 (TS1Fii / TS5Bi / TS5Di)

PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; AMLE 4; InTASC 4, 6). Upon completion of this course, teacher candidates are expected to understand the following (SLOs):
SLO 4.1 – TC understand how to use observations such as anecdotal records, checklists, and note taking as informal assessment tools across multiple learning situations supported by TEKS (grade level Texas Essential Knowledge and Skills) for planning instruction.

ASSESSMENT – SPELLING INVENTORY & Word Study Lesson Plan TC evaluate student spelling and make recommendations for an explicit systematic hands-on word study 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 (3.9k), 5.4k (3.6k) – 5.9k (3.9k) – 5.1s (3.3s) – 5.4s (3.3s / 3.5s) – 5.8k (8.3k) – 5.7s (5.1s) – 8.1s (10.1s) - 10.1k (8.1k) - 10.2k (8.3k) – 10.3k (8.3k) – Dyslexia IDA Content Sect 1: A, C1,2,6; E PR (TS)1.2k (TS2Cii), 1.3k (TS2Ci), 1.16k, 1.25k, 1.7s (TS1Ai), 1.8s (TS3Bii), 1.24s, 1.28s (TS2Ai / TS5Ci TS5Cii); InTASC 6e, 6p, 6t.

ASSESSMENT – RUNNING RECORD TC assess reading progress using informal running records, analyze it, and make recommendations for improvement supported by TEKS. Standards: ELAR EC6 (4-8 in paren) 4.6k (2.8k) 5.2k 5.3k 5.6k (3.2k) 5.5k (3.7k) 5.7k (3.10k) 5.8k (8.3k) 5.9k (3.9k) 5.2s 5.6s (3.6s) 5.7s (5.1s) 6.1k (3.2k) 6.2k (3.8k) 6.3k 6.4k (3.9k) 6.6k (3.9k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 6.6s (3.8s) 8.1s (10.1s) 8.2s (10.2s) 8.3s (10.3s) 10.1k (8.1k) 10.2k (8.3k) 10.3k (8.3k) 10.8k (8.6k) (4 / 8 / 8.5k) / E PR (TS in paren) 1.2k (TS2Ci) 1.3k (TS2Ci) 1.16k 1.25k 1.7s (TS1Ai) 1.8s (TS3Bi) 1.24s 1.28s (TS2Ai / TS5Ci TS5Cii) 1.29s (TS1Fii / TS5i / TS5Di) / Dyslexia IDA Content Sect 1: C2,3; InTASC 6e, 6t.

ASSESSMENT – LESSON PLANS TC can plan lessons using TEKS based on various assessments. E PR (TS) Standards: All Lesson Plans address this Knowledge (K): 1.2(TS2Cii), 1.3 (TS2Ci), 1.7 (TS3Ci), 1.11 (TS3Aii), 1.12, 1.13 (TS1Aii), 1.14 (TS1Dii), 1.16, 1.19, 1.21, 1.24, 1.25, 1.26 (TS5Aii) All Lesson Plans address these Skills(S): 1.1 (TS1Bi), 1.2(TS2Bi / TS2Cii), 1.3 (TS1Ci), 1.4, 1.6 (TS3Bi), 1.7(TS1Ai), 1.8(TS3Bi), 1.9(TS1Aii), 1.11 (TS3Bii), 1.12, 1.13, 1.14(TS2Bi), 1.15, 1.16(TS1Ci), 1.19(TS1Bii), 1.20(TS1Bii), 1.21(TS1Ci), 1.24, 1.28(TS2Ai / TS5Ci / TS5Cii), 1.16, 1.19, 1.21, 1.24, 1.28 (TS2Ai/TS5Ci/TS5Cii), 1.29 (TS1Fii / TS5i / TS5Di); InTASC 6r.

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: ELAR EC6 (4-8 paren): 2.3k 2.3s 3.4k 4.9k (2.11k) 5.1k (3.1k) 5.5k (3.7k) 5.8k (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 (TS2Aii / TS5Ci TS5Cii) 1.24k 1.19s (TS1Bii) 1.24s 1.29s (TS1Fii / TS5i / TS5Di) Detection & Education of Students w Dyslexia.

SLO 4.2 – TC understand the basic principles (administration, analysis, and interpretation) of formal (standardized) and informal (non-standardized) assessment (e.g., spelling inventory, DIBELS, Observation Survey, CBM, Running Record, Concepts About Print, tests of Phonological Awareness, Quick Phonics Screener, Fry’s Instant Sight Words, & Oral Retell) and are able to use a variety of literacy strategies to plan and implement instruction for young students based on assessment.

ASSESSMENT – SPELLING INVENTORY & Word Study Lesson Plan TC evaluate student spelling and make recommendations for explicit systematic hands-on word study lesson using Beck phonics book. Standards: ELAR EC6 (4-8 in paren) Standards: ELAR EC6 (4-8 paren): 3.4k, 3.2s, 3.3s (2.1s), 4.9k (2.11k), 5.2k (3.3k), 5.4k (3.6k) – 5.9k (3.9k) – 5.1s (3.3s) – 5.4s (3.3s / 3.5s) – 5.8k (8.3k) – 5.7s (5.1s) – 8.1s (10.1s) - 10.1k (8.1k) - 10.2k (8.3k) – 10.3k (8.3k) – Dyslexia IDA Content Sect 1: D / E PR (TS)1.2k (TS2Cii), 1.3k (TS2Ci), 1.16k, 1.25k, 1.7s (TS1Ai), 1.8s (TS3Bii), 1.24s, 1.28s (TS2Ai / TS5Ci TS5Cii); InTASC 4a, 4d, 6b, 6o.

ASSESSMENT – MONITORING PROGRESS (CBM) TC use assessment and technology to monitor reading progress and reflect on teaching decisions and evidence-based strategies to improve instruction. Standards: ISTE 6b; ELAR 4.9s (2.1s) 5.3k (3.5k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 8.3s (10.3s) 10.2k (8.3k) / Dyslexia IDA Content Sect 1: D / E PR (TS)1.2k (TS2Cii), 1.3k (TS2Ci), 1.13k (TS1Aii) 1.14k 1.16k 1.24k 1.25k 1.7s (TS1Ai) 1.24s 1.28s (TS2Ai / TS5Ci TS5Cii) 1.29s (TS1Fii / TS5i / TS5Di); and Tech EP 4.1k (ISTE 1b), 4.2k (ISTE 2d,3d); 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) 5.6k (3.9k) 5.2s 5.6s (3.8s) 5.7s (3.1s) 6.1k (3.2k) 6.2k (3.8k) 6.3k 6.4k (3.9k) 6.6k (3.9k) 6.7k (3.11k) 6.1s 6.3s (3.2s) 6.6s (3.8s) 6.8 (10.1s) 6.8s (10.2s) 6.9s (10.3s) 10.1k (8.1k) 10.2k (8.3k) 10.3k (3.8k) 10.4k (8.6k) (4-8 / 8.5k) / E PR (TS in paren) 1.2k (TS2Ci) 1.3k (TS2Ci) 1.6k 1.25k 1.7s (TS1Ai) 1.8s (TS3Bi) 1.24s 1.28s (TS2Ai / TS3Ci / TS5Ci) 1.29s (TS1Fi / TS5i / 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(TS2Cii), 1.3 (TS2Ci), 1.7 (TS3Ci), 1.11 (TS3Aii), 1.12, 1.13 (TS1Ai), 1.14 (TS1Dii), 1.16, 1.19, 1.21, 1.24, 1.25, 1.26 (TS5Ai) All Lesson Plans address these Skills (S): 1.1(TS1Bi), 1.2(TS2Bi / TS2Cii), 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(TS1Ci), 1.19(TS1Bi), 1.20(TS1Bi), 1.21(TS1Ci), 1.24, 1.28(TS2Ai / TS5Ci / TS5Ci), 1.16, 1.19, 1.21, 1.24, 1.28 (TS2Ai/TS5Ci/TS5Ci), 1.29 (TS1Fi / TS5i / 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 (3.1k) 7.5k (4.3k) 10.1k (8.1k) 10.3k (8.3k) (4-8 / 8.5k) 4.9s (2.11k) 6.1k (3.2k) 6.1s (3.11k) (4-8 / 3.4k) / E PR (TS) 1.28s (TS2Ai / TS3Ci / TS5Ci) 1.24k 1.19s (TS1Bi) 1.24s 1.29s (TS1Fi / TS5i / TS5Di). Detection & Education of Students w Dyslexia

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

ASSESSMENT – RESEARCH POST TC research and share peer-reviewed information about phonemic awareness and the alphabetic principle which have predictive validity re future reading success. Standards: ELAR: EC6 2.5s 1.8s (1.12s), 2.4s, 3.5s / Dyslexia IDA Sect 1 A,B,C1, C2 / E PR (TS): 1.11k (TS3Aii) 1.7s (TS1Ai); Tech EP 2.4k (ISTE 3a,3b,3c), 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d); InTASC 4e, 4h, 4k, 4o.

ASSESSMENT – ESSAY on how to teach a child to read which includes supporting children with dyslexia. Standards: E PR (TS) 1.14k 1.25k 1.2s (TS2Bi / TS2Cii) 1.3s (TS1Ci) 1.9s (TS1Ai) 1.15s 1.19s (TS1Bi) 1.28s (TS2Ai / TS3Ci / TS5Ci) / Dyslexia ID Content Sect 1 C 1-5, D, E; InTASC 6u.

ASSESSMENT – MONITORING PROGRESS (CBM) TC use assessment and technology to monitor reading progress of at risk and struggling students and they reflect on teaching decisions and evidence-based strategies to improve instruction. Standards: ELAR 4.9s (2.11k) 5.3k (3.5k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 8.3s (10.3s) 10.2k (8.3k) / Dyslexia IDA Content Sect 1: D / E PR (TS) 1.2k (TS2Ci) 1.3k (TS2Ci) 1.13k (TS1Ai) 1.14k 1.16k 1.24k 1.25k 1.7s (TS1Ai) 1.24s 1.28s (TS2Ai / TS3Ci / TS5Ci) 1.29s (TS1Fi / TS5i / TS5Di); and Tech EP 4.1k (ISTE 1b), 4.2k (ISTE 2d,3d).

ASSESSMENT – EXAMS: QUIZZES/MIDTERM/FINAL Standards: ELAR: EC6 (4-8 paren): 4.9s (2.11k) 6.1k (3.2k) 6.1s (3.11k) (4-8 / 3.4k) / E PR (TS) 1.11k (TS3Aii) 1.21k 1.24k 1.2s (TS2Bi / TS2Cii) 1.3s (TS1Ci) 1.19s (TS1Bi) Detection & Education of Students w Dyslexia

Be the change you want to see in the world. Teachers make a difference; they make all professions possible and change lives forever.