1. Course Description

**Bulletin Description**– Language and Literacy 1 is an examination of the conditions, assessments, and instructional practices that foster emergent literacy development.

**Prerequisites**
READ 3310 (RDG 318) Survey of Reading is required for EC-6 and 4-8 Elem Ed majors

**Overview of the Course**
There are no LIVE TEXT (Watermark) assignments in this course.
One book required; one recommended; see section VI.
Various Munger book chapters and other readings are free & embedded within the course content pages in D2L.
Make a copy of the course CALENDAR and follow it closely; it will take you to the end of the course. I am available 24/7 when questions/concerns arise. FREE feedback is offered on any assignment prior to submission. Read the content modules and keep up with us and there is no reason you should not easily pass this course.

**READ 3320** “Language & Literacy 1” (3 credits) meets totally online [http://d2l.sfasu.edu](http://d2l.sfasu.edu) typically for 15 weeks. During this time, class preparation and participation is expected to demand approximately 9 hours per week of serious investment of time devoted to mastering course content (equivalent to expectations for the typical course on campus delivered 3 hours per week in class with a minimum of 6 hours a week prep time). **Because this section covers only a span of 6 weeks**, you will need to work more than twice as quickly and professionally as is typical of this course during the regular school semester. Please limit the number of courses you are taking each semester when opting for ‘quick semesters’ and/or online versions where you must pay close attention and keep your own schedule for success.

This course includes a detailed CALENDAR which will guide you through the content modules you are expected to read, retakeable quizzes to help you master course content, and multiple assignments to give you the opportunity to apply what you are learning to “show you know” how to teach young children to read. Assignments include Research Discussion of SBRR/STR skills, sharing a Flyer/Newsletter informing parents of research-based skills and how to help build fluency in these skill areas, creation of two lesson plans reflecting 1) TEKS / ELPS and Beck’s research-based word-building phonics teaching strategy and
2) guided reading focused on comprehension and prediction skills, assessment of children's reading and how to improve it, monitoring instruction and what to do when a child falls behind, plus a comprehensive final exam, part of which is essay format specifically addressing how to teach children to read.

This course is an introductory foundational course in early literacy development, assessment, and instruction and is geared toward a general but solid understanding of the early literacy development process. In this online course, you will be learning how young children enter into the exciting world of literacy. You will see that this process begins at birth as infants become aware of the sights and sounds around them. Gradually this information becomes organized and meaningful, opening the door to the wonderful world of print and a future of life-long learning.

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 is read. As you enter the field practicum (internship) 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 all children who will come to depend upon you for their reading success.

When you finish this course, you should be able to answer the following questions:

- What is reading?
- What are the skills needed for reading?
- What are the general stages of reading development?
- How do I teach it?
- How do I test it?
- How do I improve it?

PCOE Diversity Statement http://coe.sfasu.edu/about-us/ The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives

Course Alignment:
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-RU1Jw and the more recent Every Child Succeeds Act (ESSA) http://www.ed.gov/esea. This course content is so important that beginning Jan 2021, a stand-alone national reading exam (test #293) on the Science of Teaching Reading (STR) will be among the certification expectations of tomorrow’s classroom teachers in Texas. STR alignment chart and additional alignment details are provided beginning p.16. For additional information on meaningful and measurable learning outcomes, see the SFA assessment resource page: https://www.sfasu.edu/assessment/

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

2
• 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 CAEP standards for educator prep and our PCOE (college) mission of preparing competent professionals.

Course alignment is explained in more detail (in blue, p. 17) at the end of this syllabus. Accreditation bodies who request this detail help ensure the value of your degree and reciprocity (other states’ recognition of your SFA degree if you move!). In SUM, upon completion of this course, teacher candidates are expected to understand the following:

PLO 1: (overall program learning objective) Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning related to the development of children to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (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 1.1.1a - TC use this understanding of how children grow and develop to plan appropriate and challenging learning experiences based on individual strengths and needs.
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 (AMLE 2; InTASC 4). Candidates demonstrate and apply these understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies (CAEP 2). 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 building (Beck).
SLO 2.2 – TC understand instructional grouping including flexible small grouping for implementing reading instruction.

PLO 3: Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address
learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development (CAEP 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 (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 building lessons incorporating scaffolding, TEKS, and ELP.
SLO 3.2.3b – TC use assessment results to improve instruction and monitor learning.
SLO 3.2.3c – TC plan instruction including goals, materials, learning activities and assessments.
SLO 3.2.3d – TC differentiate instructional plans to meet the needs of diverse students.
SLO 3.2.3f – TC explicitly support engagement in learning through diverse evidence-based practices.

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 (AMLE 4; InTASC 4,6). Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child (CAEP 4). 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 4.1.4a – TC use a variety of instructional practices that support the learning of every child.
SLO 4.1.4b – TC teach a cohesive sequence of lessons to ensure sequential and appropriate learning
SLO 4.1.4f – TC effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.
SLO 4.2 – TC understand the basic principles (administration, analysis, and interpretation) of formal (standardized) and informal (non-standardized) assessment (e.g., spelling inventory, DIBELS, Observation Survey, CBM, Running Record, Concepts About Print, tests of Phonological Awareness, Quick Phonics Screener, Fry’s Instant Sight Words, & Oral Retell) and are able to use a variety of literacy strategies to plan and implement instruction for young students based on assessment.
SLO 4.3 - TC know the characteristics of, and are able to support, students with dyslexia.

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

You begin this course by logging onto D2L.

ASSIGNMENTS: Submit in D2L Drop Box area as pdf or word doc (name/section, top of page) unless asked to post in the Discussions section. You will not need access to a real child for any of these assignments.

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

INSTRUCTIONS are located in the various modules (Assignments are at the end of module 2 & 7 and in module 10).

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

FINAL EXAM PREP follows module 10. There are 2 parts (m/c exam and essay exam). We are collecting POINTS, NOT averaging percentages.

Follow the CALENDAR (p.8) to learn when readings, quizzes, exams, and assignments are DUE.

READ the actual quiz LINK for DUE DATES and information about the quiz before attempting it.

LATE QUIZZES are discouraged; there is a recommended due date & final due date at the end of the term to keep you on track.

LATE WORK is also discouraged but accepted with letter-grade deduction penalty. There are no extra assignments or re-dos. But I am happy to offer FREE feedback for any assignment before it is due (one time for each), time permitting. Email it in D2L with your last name, topic, and section in subject. D2L email is located under Communication Tools (click Class List).

PARTNERING – this is permitted, even encouraged (two heads can be more fun and more helpful than one). IF you partner, submit only ONE document with both names at top of page and in document title and both of you will receive the same grade.

25 points – Research Discussion – Phonemic Awareness and Alphabetic Principle – Teachers continue their own professional development beyond certification, and for life. You will search for current research articles on phonemic awareness and the alphabetic principle and select one to share with the class in our Discussion Board area of D2L. You will POST your summary in DISCUSSIONS, read the others, and thoughtfully respond to one other posting that has not yet received comment (optional for summer classes). SLO Standards 1.4, 1.5, 4.3 Instructions, end of Module 2.

50 points – Parent Fluency Newsletter/Flyer – Parent Support to develop fluency with STR skills at home – You will create a simple 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 reading fluency skills. This will be a letter that will go home w the student. After posting in DISCUSSIONS, you will review others and respond thoughtfully to one who has not yet received comment (optional for summer classes). SLO Standards 1.2, 1.4, 1.5, 1.6, 1.7, 2.1 Instructions, end of Module 7C.

100 points – Spelling Inventory and Word Study Lesson Plan. You will evaluate a child’s spelling and develop a direct model word building lesson plan to improve that child’s phonics skills using your Beck book of explicit systematic multisensory activities (TEKS aligned). SLO Standards 1.1a, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.1, 3.2, 3.2.3b, 3.2.3c, 3.2.3d, 3.2.3f, 4.1, 4.1.4a, 4.1.4b, 4.1.4f, 4.2, 4.3 Instructions, Module 10.

100 points – Running Record Assessment & Analysis. You will analyze a running record (assessment) of a child’s audio taped reading and retell, analyze the miscues, assess the results, and recommend instruction to improve reading. Submit 1 doc—your thoughtful & supported responses to 7 questions. SLO Standards 1.1, 1.1.1a, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.2, 3.2.3b, 4.1, 4.2 Instructions, Module 10.

25 points – Guided Reading Lesson Plan – Comprehension Focus – Super Kids. You will write a guided reading lesson plan to support a small group of children’s reading comprehension skills. This plan will be modeled for you step-by-step via video and aligned with TEKS (predict/confirm) and ELPS for ELL students. As with our previous lesson plan, the UDL (Universal Design for Learning) plan will be utilized. SLO Standards 1.1, 1.1.1a, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.2, 3.2.3b, 3.2.3c, 3.2.3d, 4.1, 4.1.4a, 4.1.4f, 4.2 Instructions, Module 10.

50 points – Curriculum Based Measurement (CBM) Progress Monitoring. An introduction to Curriculum Based Measurement and Monitoring Instruction. Using a scenario format and computer-based resources, you will chart, analyze, and reflect on an at-risk child’s reading progress. SLO Standards 1.5, 1.6, 1.7, 2.1, 2.2, 3.2.3b, 4.2, 4.3 Instructions, Module 10.

200 points – Quizzes. You will take RETAKABLE online quizzes in D2L to reinforce content learned in this course. Look at each quiz LINK to determine availability. Quizzes include Phonemic Awareness, Phonics, Classroom Fluency & Video Quiz, PAC/Simple View of Reading, ESL Quiz, Dyslexia Quiz, plus an “Other Readings” Quiz covering Put Reading First, Mr. Green’s First Grade Classroom by Sylvia Read, and K. Munger’s Steps to Success. SLO Standards – All are covered. This final quiz is worth more than the others.

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

2+ points – Bonus – Must complete by day 2 to receive points. 1 point each for: Hello post and Pre-Test Survey Quiz. There are often others offered from time to time and some may be hidden.

FINAL GRADING
You may earn a maximum total of 1000 POINTS (plus minimum of 2 bonus) in this course. Earn 900 or more TOTAL POINTS by the end of the semester and receive a course grade of A. Earn total of 800 – 899 = B; 700 – 799 = C; 600 – 699 = D; <600 = F

➔ Exception: No one may earn a course grade of A with an exam grade lower than C (Refers to both m/c final & essay final exam). Please ask if this is not clear.

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

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

GRADE BOOK To locate your grade book in D2L, look above and click GRADES. Read feedback in this section. To find TOTAL POINTS, click onto the tiny computer ICON top of page and scroll to the bottom of the page (TOTAL POINTS).

Refer to the CALENDAR in D2L modules or on p.8 of this syllabus for readings & assignment DUE dates (not the one on right). FOLLOW THIS CALENDAR TO THE END OF THE COURSE.

Please ASK when assignment expectations are not clear. I want to help.

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 submitted to me in D2L.

Partnering on Assignments. You may partner on any assignment if you like; two heads can be better (and more fun) than one. This is optional. If you do partner, please submit ONLY ONE copy with BOTH names in the top right corner of the assignment and in the document title, and both of you will receive the same grade.

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

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

Email. To email me or a classmate, look above in D2L course pages, top line, and click Communication Tools, then click Class List. Please put your NAME and SECTION in the SUBJECT area or it may be returned. Examples: 320.501-TomJones-SpellingAssignmt or 320.506-SueSmith-Emergency or 320.001-SallyThomas-FeedbackRequest
Get Organized and Do Your Best Work. CREATE A CALENDAR FOR YOURSELF ON DAY ONE and highlight DUE DATES for other courses in this ONE calendar, as well. Work ahead of time and if uncertain about any assignment, please ASK.

Technology Use, Support, Videos. A SUPPORT PAGE is included at the beginning of the D2L course modules. But it is expected that you have sufficient computer access and skills to view videos, complete online quizzes, and participate fully and independently in our D2L online course. Let me know the first week of class if any of this is a problem for you.

SFA Online https://help.sfasu.edu/TDClient/2027/Portal/KB/ArticleDet?ID=132781 Tech Support, browser settings, & free software. Last resort, 936-468-4357 or 1919 Please test your video capability NOW so that you will be ready to begin on day one: https://help.sfasu.edu/TDClient/2027/Portal/Requests/ServiceCatalog?CategoryID=10203

Video Link Problem. DID YOU cut/paste it into a new browser? Did you try to ‘download’ it to open and view it? Send me the actual LINK and tell me WHERE you found it (page name) so I may check quickly and get back to you.

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

IV. Evaluation and Assessments (Grading)

ASSIGNMENTS are listed with point value and described in section III above. The CALENDAR lists assignment DUE dates; see section V below. GRADING RUBRICS (tentative) are provided at the beginning of the D2L course content modules. SPECIAL NEEDS – email requests / reminders / concerns using D2L email. More, see p. 12 below.

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 “very close” grade may improve if, for example, informal talks during or outside of class, or perceptive question responses 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, F. Last minute cramming would not qualify as this kind of evidence.

Drop Box Area. You will submit all assignments in the DROP BOX area unless directed to submit in DISCUSSIONS or other. Please remember to “save all documents submitted as” doc, docx, jpg, or pdf. If using a cell photo, please be sure it is large and detailed enough for your professor to read easily.

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

Mid-Semester Grades. Midterm grades will not be posted for READ 3320 (University Policy A-54 only requires this for 100-200 level courses). Because many of the (flexible number of) points you will earn during the first half of the semester are based on readings and retakable quizzes designed to help you learn course material, the number of points you have acquired by mid semester may not accurately predict your grade at the end of the course, particularly because of the assignments and heavily weighted comprehensive final exam given at the end of the term intended to demonstrate mastery of course content learned over the entire semester.

Attendance Policy. University and department policies require evidence of attendance and participation of all students in all courses. Your completed assignments and footprint in the modules during the first weeks of class will be used in part to determine this (check calendar below). NOTE: Students must be attending and participating in all courses to qualify for and to receive financial aid.
Students reported for non-attendance or non-participation in their courses when census day course rosters are submitted could have their financial aid withdrawn. This includes ONLINE courses.

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

V. Tentative Course Timeline/Calendar

**READ 3320 tentative—FALL-2, 2021 Calendar 7-26-21**

**Speedy semester – Hang on for a fast ride!**

<table>
<thead>
<tr>
<th>Date</th>
<th>Lots to Learn; so little time READ this week</th>
<th>➔ DUE DATE by midnight CST (unless otherwise requested)</th>
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<tbody>
<tr>
<td>OCT 18-23</td>
<td>In D2L, Read content Modules: Page One, Calendar-Syllabus, Tech Support, Grading &amp; SUM of Course</td>
<td>Complete by day 2, TUE OCT 19: 3 Optional bonus points</td>
</tr>
<tr>
<td>WEEK1</td>
<td>➔ Copy &amp; follow this CALENDAR</td>
<td>Post HELLO in Course Tools, click Discussions (introduce yourself) = 1 pt</td>
</tr>
<tr>
<td>Day One is Monday OCT 18</td>
<td>Read Learning Modules 1, 2, 3, and 4</td>
<td>Take Pretest Quiz (in course tools)This is mostly for me but will give you some idea what we will be studying = 1 pt</td>
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<td></td>
<td>Work on Assignment, end of module 2 (Research Post)</td>
<td>Complete Survey (Other Resources) = 1 pt</td>
</tr>
<tr>
<td></td>
<td>Work on QUIZZES Phonemic Awareness &amp; Phonics</td>
<td>➔ Notice strict DUE DATES are in RED and strongly recommended DUE DATES are in BLACK on this calendar.</td>
</tr>
<tr>
<td>OCT 24-30</td>
<td>Note: click onto quiz link to learn more about each quiz and when it closes.</td>
<td>DUE MON OCT 24 – Research Post in Discussions / late post, lose letter grade.</td>
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<tr>
<td>WEEK2</td>
<td>Read Module 5, 6A, 6B, 6C</td>
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<td>Week</td>
<td>Assignments</td>
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<td>OCT 31-NOV 6</td>
<td>Read Module 7B – Focus on Fluency Module 7C – Fluency Building Strategies View Sheila Owen’s Classroom Video Work on Parent News/flyer assignment, end of Mod 7C Reminder: You are still reading the Beck book, a little each day. The WORD BUILDING activity described in this book looks something like this: <a href="https://www.youtube.com/watch?v=4Tm2U2zOQ_M">https://www.youtube.com/watch?v=4Tm2U2zOQ_M</a></td>
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<tr>
<td>NOV 7-13</td>
<td>Read Module 8+9 on assessment &amp; diversity Work on ‘learn as you go’ quizzes: Dyslexia Quiz Also try the ESL Quiz Finish BECK phonics word building book on ‘Word Study’ Make sure you fully understand HOW TO use your Beck book to plan and TEACH these interactive explicit &amp; systematic hands-on phonics lessons using WORD BUILDING. Read and complete SPELLING L.PLAN ASSIGNMENT, module 10 Show me you can use the Beck book to teach an explicit systematic multisensorial and engaging phonics lesson that meets the needs of our student, Tommy based on his spelling inventory (test).</td>
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<tr>
<td>NOV 14-20</td>
<td>Work on CBM assignment, Module 10 Read module, “Into the Classroom” EARLY IN THE WEEK Work on “Other Readings” Quiz which covers the free online Munger readings, Put Reading First, and the last module, Into the Classroom (last chapter of Sylvia Read’s super book that is no longer in print). Read the RESEARCH module on how to read &amp; understand the STR. Read to ‘get the gist.’ Begin Running Record Assignment / TAKE YOUR TIME with this one! Review Beck book, chap 6 &amp; 9</td>
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**DUE WED OCT 27 - Quiz on Phonemic Awareness**
These are recommended due dates to help you keep up with us; DO NOT allow yourself to slide behind as you will need TIME near the end to complete assignments in RED.

**DUE SAT OCT 30 - Quiz on Phonics** (KEEP WORKING at learning basic phonics; don’t let this one slide)

**DUE MON NOV 1 - PAC quiz, retakable**
Quick word id + vocabulary \(\rightarrow\) comprehension

**DUE THUR NOV 4 - Complete Fluency Video Quiz**
Strategies for building fluency

**DUE SAT NOV 6 – Parent News/flyer Post in Discussions**
Parents can help build fluency with SBRR skills Late submissions accepted with letter grade deduction

**DUE MON NOV 8 - Dyslexia Quiz**
Identifying and supporting strugglers

**DUE WED NOV 10 - ESL Quiz**
Supporting ELLs; if you can get to 25 pts by due date, I will add the final 5.

**DUE SAT NOV 13 – Spelling Lesson Plan**
Turn in one doc; the spelling lesson plan. I do not need to see your completed chart. Instructions: Module 10 Remember, I am here to offer FREE feedback before you submit. Email it using D2L and add section number & name in subject area.

**DUE WED NOV 17 – CBM Assignment**
Turn in one doc; thoughtful responses to 9 questions
### D2L Content Modules:

| Module 1 | Building Blocks; Reading begins the day we are born |
| Module 2 | Specific Skills for Reading include the “Big 5” Science of Teaching Reading (STR /SOR) |
| Module 3 | TEKS list of skills, Approaches to Teaching Reading |
|          | A research-base, balance, experience, & continued professional development are key |
|          | as are explicit systematic sequential multisensory engaging and meaningful instruction |
| Module 4 | Levels and Stages all people go through when learning to read |
| Module 5 | Writing supports reading acquisition in a reciprocal way |
| Module 6A | Quick Word Id and |
| Module 6B | Vocabulary lead to reading Comprehension (Simple View of Reading / PAC) |
| Module 6C | Book types for beginning readers (predictable / decodable / successful) |
| Module 7A | How to teach phonics explicitly & systematically thru “Word Building” (Beck) |
| Module 7B | Building Fluency, automaticity and beyond |
| Module 7C | Teaching strategies & personalizing instruction; parents can help but YOU are the teacher |
| Module 8 | Assessment and monitoring progress |
| Module 9 | Diversity and differentiating instruction / Dyslexia & ELL |
| Module 10 | Assignments to demonstrate understanding |

### Final Readings:

- Into the Classroom: *Putting it all together* by Sylvia Read
- Understanding & Appreciating the Science of Reading – The Research Module
- Final & Essay Exam Review – includes a 71 PAGE course summary

### Weekly Schedule

#### Nov 21-27
- Eat Turkey!
- Catch up / move ahead!
- Work on Assignments; study for Finals.

#### Nov 28 - DEC 4

<table>
<thead>
<tr>
<th>WEEK 6</th>
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<tr>
<td><strong>NOV 28 - DEC 4</strong></td>
<td><strong>WEEK 6</strong></td>
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<td><strong>WEEK 6</strong></td>
<td><strong>WEEK 6</strong></td>
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<tr>
<td><strong>Complete GR comprehension Lesson Plan using Super Kids Assignment (videos inside a real classroom modeling GR lesson using small groups). You will recreate the lesson plan for these classroom videos.</strong></td>
<td><strong>Due Mon Nov 29 - Running Record Assignment Instructions, Module 10 (turn in 1 doc; thoughtful informed answers to the 7 questions)</strong></td>
</tr>
<tr>
<td><strong>Alert: Quizzes and Assignments all DUE on SUN 5th</strong></td>
<td><strong>Due Thu Dec 2 - ‘Other Readings’ retakable Quiz Remember Dad today!</strong></td>
</tr>
<tr>
<td><strong>Due Sat Dec 4 – GR Super Kids Lesson Plan Complete the lesson plan that matches the videos shown; I need enough detail to be able to tell you watched all of it.</strong></td>
<td><strong>Soon - Complete Course Evaluations for all classes (Jacks email from Dean or go to MySFA)</strong></td>
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#### DEC 5 - 10

<table>
<thead>
<tr>
<th>Finals</th>
<th>WEEK</th>
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<tr>
<td><strong>DEc 5 - 10</strong></td>
<td><strong>Finals WEEK</strong></td>
</tr>
<tr>
<td><strong>Prepare for FINAL exams Read FINAL + ESSAY EXAM PREP module closely</strong></td>
<td><strong>Soon - Complete Course Evaluations for all classes (Jacks email from Dean or go to MySFA)</strong></td>
</tr>
<tr>
<td><strong>Essay Exam THIS PREP is “spot on” so you can ace this one if you work at it. Follow the prep closely to earn all 200 points; then you won’t have to worry so much about the m/c final exam.</strong></td>
<td><strong>Sun Dec 5 = All QUIZZES Close Sun Dec 5 = Late Assignments Due</strong></td>
</tr>
<tr>
<td><strong>Check all grades and let me know if any errors.</strong></td>
<td><strong>Submit late assignment? Email to let me know to look for them.</strong></td>
</tr>
<tr>
<td><strong>TRY the Practice Final exam – no grade Available DEC 4-9 (Sat-Thur) Purely optional</strong></td>
<td><strong>Check exam LINKs to learn specific dates available and do not wait until the last minute to take them (weather, illness, power outages, so much to consider)</strong></td>
</tr>
<tr>
<td><strong>ESSAY exam – available DEC 6-9 (Mon-Thur)</strong></td>
<td><strong>M/C FINAL exam – available DEC 7-10 (Tue-Fri)</strong></td>
</tr>
<tr>
<td><strong>Read the links on the home page “while you wait”</strong></td>
<td><strong>Read the links on the home page “while you wait”</strong></td>
</tr>
</tbody>
</table>

#### D2L Content Modules:

| Module 1 | Building Blocks; Reading begins the day we are born |
| Module 2 | Specific Skills for Reading include the “Big 5” Science of Teaching Reading (STR /SOR) |
| Module 3 | TEKS list of skills, Approaches to Teaching Reading |
|          | A research-base, balance, experience, & continued professional development are key |
|          | as are explicit systematic sequential multisensory engaging and meaningful instruction |
| Module 4 | Levels and Stages all people go through when learning to read |
| Module 5 | Writing supports reading acquisition in a reciprocal way |
| Module 6A | Quick Word Id and |
| Module 6B | Vocabulary lead to reading Comprehension (Simple View of Reading / PAC) |
| Module 6C | Book types for beginning readers (predictable / decodable / successful) |
| Module 7A | How to teach phonics explicitly & systematically thru “Word Building” (Beck) |
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### Final Readings:

- Into the Classroom: *Putting it all together* by Sylvia Read
- Understanding & Appreciating the Science of Reading – The Research Module
- Final & Essay Exam Review – includes a 71 PAGE course summary
VI. Readings

REQUIRED

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

OPTIONAL & RECOMMENDED You will NOT need the following to pass this course as some if the following information is embedded within the course modules, but some day you may want them in your library.


You may order books at the SFA online book store or other. USED is fine.

English Learner (EL) BOOKS – Previously required for ALL "Elem Ed" majors and partially integrated into the course modules (chapters 1, 6 to page 153, 7 to page 182, and chapter 10); "Strategies for Teaching English Language Learners" (STELL book) by Lynne T. Diaz-Rico, published by Pearson 2013 third edition ISBN 13: 978-0-13-268518-4. A few pages from Horwitz book, Becoming a Language Teacher have also been integrated into this course.


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
- 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.amplify.com/
Literacy Updates & Position Statements https://literacyworldwide.org/get-resources/position-statements
Dr. Moats on the Research base for reading instruction and using LETRS (p.2-3) on the “big 5” plus 4
https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs_research_base5da2b086f4ea4df4927824d48770c522.pdf?sfvrsn=14ce0007_2
NCTE Reading Blog https://www.nctq.org/blog/The-Science-of-Teaching-Reading
Dr. Shanahan’s broad overview, Science of Reading www.readingrockets.org/blogs/shanahan-literacy/what-science-reading

VII. Course Evaluations  Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE.
Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate. The PCOE faculty is committed to excellence in teaching and continued improvement and your response is critical. Faculty are not able to see these evaluation marks until after the course is finished and grades are turned in. Faculty are NEVER able to associate a student’s name with any of these evaluation marks; it is kept strictly confidential. 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 SFA Policies
See  http://www.sfasu.edu/policies/  http://www.sfasu.edu/judicial/policies.asp

Class Attendance and Excused Absence: Policy 6.7
Please also see section IV above for specifics for this ONLINE course. SFA policy reads: Regular, punctual attendance and documented participation are expected (even in web courses). Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades (attendance & participation are both tracked in D2L).

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. LINK  https://www.sfasu.edu/disabilityservices/  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  https://www.sfasu.edu/admissions-and-aid/admissions-process/students-with-disabilities  PLEASE NOTE: ODS does not reveal your disability to professors (confidentiality issue) so it might be prudent to discuss your particular needs with your professor to receive the best accommodations possible. Equally, if at some point during the semester, you feel your needs are not being met, it is up to YOU to let the professor know via email ASAP so some solution may be made. ALSO NOTE: This course gives as much time as possible for taking exams, and quizzes are retakable so no special provision is needed or offered for quizzes/exams for this course.

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Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism (please let me know if any of this is not clear). NOTE: Turnitin may be used to detect plagiarism on submitted work for this course http://turnitin.com/

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

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

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

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

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

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program (face-to-face or online format). To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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/osrr/incident-reporting or call the office at 936-468-
This program provides students with recommendations for resources and other assistance that is available to help SFA students succeed.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

Beginning FALL 2021, the SFA campus will return to normal. Please be considerate of everyone and continue to keep yourself informed during this transitional time.

Free walk-in vaccine available north of campus (Walgreens pharmacy, corner Austin and North street) or south of campus (CVS pharmacy, corner of Starr and North street).
SFA testing, Free vaccine, SFA campus updates [https://www.sfasu.edu/covid19](https://www.sfasu.edu/covid19)

**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. TAC 247.2 – Texas Administrative Code

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/

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_Policies.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 Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.
Effective and could be mine how, according to Dr. Otis, and the systematic engagement, for instance, will show you HOW TO teach phonics using each strategy in the proper way so that they can convey this to students. 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


Teaching and certification in Texas classrooms https://tea.texas.gov/texas-educators/certification/school-district-teaching-permits

New Test for Teachers, Beginning Jan 2021, TX teachers will have to pass a stand-alone reading test #293 on the “Science of Teaching Reading” in addition to the usual two (core content & the new EdTPA pedagogy) all teachers must pass before certified and able to teach in the classroom. https://tea.texas.gov/sites/default/files/bx293_final_framework_3.2020.pdf This transition is still “in progress.” https://tea.texas.gov/sites/default/files/STR_FAQ_V2_2.2021.pdf

Lucky you! THAT TEST is essentially THIS COURSE! https://tea.texas.gov/texas-educators/certification/educator-testing/str-teacher-candidates So save your notes. Teaching children to read is the most important task teachers undertake. Over the past 60 years, scientists from many fields have worked to determine how people learn to read and why some struggle. This science of reading has led to breakthroughs that can dramatically reduce the number of children destined to become functionally illiterate or barely literate adults, identifying five components of effective instruction – the big 5 http://reading.uoregon.edu/ In fact, most reading failure can be avoided by routinely applying the lessons learned from the scientific findings in the classroom. Estimates indicate that the current failure rate of 20 to 30 percent could be reduced to 2 to 10 percent.

https://www.nctq.org/dmsView/NCTQ_2020_Teacher_PreP_Review_Program_Performance_in_Early_Reading_Instruction

What are we looking for? https://www.nctq.org/blog/The-Science-of-Teaching-Reading Teachers need to know and practice how to provide explicit, systematic instruction in all five essential components of early reading instruction (phonemic awareness, phonics, fluency, vocabulary, and reading comprehension). By explicit and systematic instruction, we mean that teachers need to be shown how to use each strategy in the proper way so that they can convey this to students. Our spelling lesson plan assignment, for instance, will show you HOW TO teach phonics using the well-researched direct explicit sequential and systematic engaging multisensory word-building activity by Dr. Beck.
The field of teaching is moving ahead and if you want to be paid well and highly respected, you need to hop on the informed accountable “super teacher” band wagon! Our nation’s children depend on YOU to become literate (Hiebert) in order to participate fully in society. In fact, if you have read this far by the first two days of class, you have earned a bonus point for this course; simply email using D2L to let me know you found it. [http://blogs.edweek.org/teachers/teaching_now/2020/03/fewer_than_half_the_states_require_new_teachers_to_pass_test_on_science_of_reading.html](http://blogs.edweek.org/teachers/teaching_now/2020/03/fewer_than_half_the_states_require_new_teachers_to_pass_test_on_science_of_reading.html)

**IX. Resources**

SFA Policies [http://www.sfasu.edu/policies/](http://www.sfasu.edu/policies/)
DEADLINES, SFA Calendar [https://www.sfasu.edu/registrar/registration-information/dates-deadlines](https://www.sfasu.edu/registrar/registration-information/dates-deadlines) 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 [https://www.sfasu.edu/info-for/current-students](https://www.sfasu.edu/info-for/current-students)
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. [https://www.sfasu.edu/studentsuccess/136.asp](https://www.sfasu.edu/studentsuccess/136.asp)
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](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 [https://www.sfasu.edu/aarc/about/tutors](https://www.sfasu.edu/aarc/about/tutors) 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).

Advising. [https://www.sfasu.edu/coeadvising/258.asp](https://www.sfasu.edu/coeadvising/258.asp) [http://www.sfasu.edu/elementaryed/71.asp](http://www.sfasu.edu/elementaryed/71.asp)
SFA ONLINE [https://help.sfasu.edu/TDClient/2027/Portal/Home/](https://help.sfasu.edu/TDClient/2027/Portal/Home/)
About the RELLIS campus [https://www.sfasu.edu/transfer/rellis](https://www.sfasu.edu/transfer/rellis)
Have a Question? [http://www.sfasu.edu/frmEmail.asp?rc=registrar@sfasu.edu](http://www.sfasu.edu/frmEmail.asp?rc=registrar@sfasu.edu)

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**Detailed Course Alignment**

**II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)** Continued from page 3

Listed below are the Program Learning Objectives (PLO) and Student Learning Objectives (SLO) for this course and below that is the STR Alignment Chart. These 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 CAEP, 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/texes/prepmaterials/texes-preparation-manuals/](http://cms.texas-ets.org/texes/prepmaterials/texes-preparation-manuals/) (160, 291, 211); and the International Dyslexia Association (IDA) content standards for teachers of reading (section 1) and TEC 21.044.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
CAEP standards http://caepnet.org/about/vision-mission-goals SFA CAEP Data http://coe.sfasu.edu/facstaff/caep 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 this course.

PLO 1: (overall program learning objective) Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning (CAEP 1). 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 (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.

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) 10.6k (8.6k) 4.6k (2.8k) 5.1s (3.3s) 5.3s (3.4s) 6.2k (3.8k) 6.2k (3.8k) 5.2s, 6.1s (3.11k) 6.2s (3.7s) 4-8 3.4k / E PR (TS); 1.14k 1.25k 1.2s (TS2Bii / TS2Ciii) 1.3s (TS1Ci) 1.9s (TS1Aii) 1.15s 1.19s (TS1Bii) 1.28s (TS2Ai / TS5Ci TS5Cii) / 1.16s (TS1Ci) / 1.4s 1.11s (TS3Bii) 1.21s (TS1Ci) / EP - 1.11k (TS3Aii) 1.7k(TS3Cii) 1.6s (TS3Bii) 1.1s (TS1Bii) 1.4s (TS1Cii) / Dyslexia IDA 1:1-5, D, E

SLO 1.1.1a - TC use this understanding of how children grow and develop to plan appropriate and challenging learning experiences based on individual strengths and needs.

ASSESSMENT – RUNNING RECORD TC assess reading progress using running records, analyze it, and make recommendations for improvement which includes word id and vocabulary development. Standards: ELAR EC6 (4-8 in paren) 4.6K (2.8k) 5.2k 5.3k 5.6k (3.2k) 5.5k (3.7k) 5.7k (3.10k) 5.8k (8.3k) 5.9k (3.9k) 5.2s 5.6s (3.6s) 5.7s (5.1s) 6.1k (3.2k) 6.2k (3.8k) 6.3k 6.4k (3.9k) 6.6k (3.9k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 6.6s (3.8s) 8.1s (10.1s) 8.2s (10.2s) 8.3s (10.3s) 10.1k (8.1k) 10.2k (8.3k) 10.3k (8.3k) 10.8k (8.6k) (4-8 / 8.5k) / Dyslexia IDA Content Sect 1: C2,3 / E PR (TS in paren) 1.2k (TS2Cii) 1.3k (TS2Ci) 1.16k 1.25k 1.7s (TS1Aii) 1.8s (TS3Bii) 1.24s 1.28s (TS2Ai / TS5Ci TS5Cii) 1.29s (TS1Fii / TS5i / TS5Di)

ASSESSMENT – SPELLING INVENTORY & WS LESSON PLAN TC evaluate student spelling and make recommendations for explicit systematic hands-on word study using Beck phonics book to improve reading skills. Standards: SPELLING INVENTORY - ELAR EC6 (4-8 in paren) 3.4k, 3.2s, 3.3s (2.1s), 4.9k (2.11k),
5.2k (3.3k), 5.4k (3.6k) – 5.9k (3.9k) – 5.1s (3.3s) – 5.4s (3.3s / 3.5s) – 5.8k (8.3k) – 5.7s (5.1s) – 8.1s (10.1s) – 10.1k (8.1k) – 10.2k (8.3k) – 10.3k (8.3k) – Dyslexia IDA Content Sect 1: A, C1,2,6; E PR (TS) 1.2k (TS2Cii), 1.16k, 1.25k, 1.7s (TS1Ai), 1.8s (TS3Bi), 1.24s, 1.28s (TS2Ai / TS5Ci TS5Cii)

ASSESSMENT – COMPREHENSION LESSON PLAN TC view videos of and complete a lesson plan addressing the development of comprehension using flexible guided reading groups. Standards: ELAR EC6 (4-8 in parentheses) 3.1s, 3.2s – 3.3s (2.1s) – 5.4k(3.6k) – 5.7k (3.10k) – 5.9k (3.9k) – 5.1s (3.3s) – 6.1k (3.2k) – 6.5k (3.9k) – 6.6k (3.9k) – 8.1s (10.1s), 10.3k (8.3k);
DYSLEXIA IDA Sect 1 Content - C2.4k, C2.3k, C1, B / E PR (TS in parentheses) 1.2k (TS2Cii), 1.3k (TS2Ci), 1.7s (TS1Ci), 1.4s, 1.6s (TS3Bi), 1.7s (TS1Ai, 1.8s (TS3Bi), 1.9s (TS1Aii), 1.11s (TS3Bi), 1.13s, 1.14s (TS2Bi), 1.15s, 1.16s (TS1Cii), 1.19s (TS1Bii) 1.20s (TS1Biii), 1.21s (TS1Cii), 1.29s (TS1Fiii / TS5i / TS5Di); InTASC 2e.

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: C. 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 (2.11k) / Dyslexia IDA Quiz (4-8 / 3.4k) / E PR (TS) 1.11k (TS3Aii) 1.21k 1.24k 1.24s ESL QUIZ: EC-6 (4-8) 3.3k (2.3k) / E PR (TS) 1.11k (TS3Aii)

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

ASSESSMENT – RESEARCH POST – TC research and share peer-reviewed information about phonemic awareness and the alphabetic principle. Standards: ISTE 2c; ELAR: EC6 2.5s 1.8s (1.12s), 2.4s; Dyslexia IDA Sect. 1 A, B, C1; E PR (TS): 1.11k (TS3Ai) 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 (2.11k) 4.9s (2.1s) 5.1k (3.1k) 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): 4.5s / Dyslexia IDA Sect.1 C-2 / E PR (TS): 1.11k (TS3Ai); 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 in paren): 3.4s, 4.8s 3.4s 4.8s 6.4s (3.10s) / E PR (TS): 1.11k (TS 3Ai) 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) 5.9k (3.9k)  5.1s (3.3s)  6.1k (3.2k) – 6.5k (3.9k) 6.6k (3.9k) – 8.1s (10.1s), 10.3k (8.3k); DYSLEXIA Content area 1 – C2,4k, C2.3k, C6.Spell.2; E PR (TS in parentheses)1.2k (TS2Cii), 1.3k (TS2CI), 1.7k (TS3CI), 1.12k / 1.12s, 1.13k (TS1Aii), 1.14k, 1.16k, 1.19k, 1.21k, 1.25k, 1.26k (TS5Ai, 1.1s (TS1Bi), 1.2s (TS2Bii / TS2Ciii), 1.3s (TS1Ci), 1.4s, 1.6s (TS3Bi), 1.7s (TS1Ai), 1.8s (TS3Bi), 1.9s (TS3Ai), 1.11s (TS3Bii), 1.13s, 1.14s (TS2Bi), 1.15s, 1.16s (TS1Ci), 1.19s (TS1Bi), 1.20s (TS1Bi), 1.21s (TS1Ci), 1.29s (TS1Fii / TS5i / TS5Di).

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL – Standards: ELAR: EC6 (4-8 paren): 4.9s (2.1s) 6.1k (3.2k) (4-8 / 3.4k) 3.3k (3.2k) 3.4k 3.1s (3.3s) 3.2s 4.9k (2.11k) 5.2k (8.3k) 5.1s (3.3s) 5.2s 5.7s (3.1s) 10.1k (8.1k) 10.3k (8.3k) (4-8 / 2.2s) (4-8 / 8.5k) / E PR (TS) 1.28s (TS2Ai / TS5Ci TSSCi) 1.11k (TS3Ai) 1.21k 1.2s (TS2Bi / TS2Ci) 1.3s (TS1Ci) 1.4s, 1.6s (TS3Bi), 1.7s (TS1Ai), 1.8s (TS3Bi), 1.9s (TS3Ai), 1.11s (TS3Bii), 1.13s, 1.14s (TS2Bi), 1.15s, 1.16s (TS1Ci), 1.19s (TS1Bi) 1.20s (TS1Bi), 1.21s (TS1Ci), 1.29s (TS1Fii / TS5i / TS5Di).

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

ASSESSMENT – RUNNING RECORD – TC assess reading progress using running records, analyze it, and make recommendations for improvement which includes fluency development. Standards: ELAR EC6 (4-8): 4.6k (2.8k) 5.2k 5.3k 5.5k (3.7k) 5.7k (3.10k) 5.8k (8.3k) 5.9k (3.9k) 5.2s 6.1k (3.2k) 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 (TS1Ai) 1.8s (TS3Bi) 1.24s 1.28s (TS2Ai / TS5Ci TSSCi) 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) 10.8k (8.6k) 4.1k (2.4k) 6.2k (3.8k) 6.2s (3.7s) 3.1k (2.2k) 5.1s (3.3s) 5.3s (3.4s) 6.2k (3.8k) 6.2k (3.8k) 5.2s, 6.1s (3.11k) 6.2s (3.7s) / DYSLEXIA IDA Content Sect 1: A, B, C 1-5, D, and E / EP (TS in paren): 1.7s (TS1Ai) 1.11k (TS3Ai) 1.4s 1.4s 1.11s (TS3Bii) 1.16s (TS1Ci) 1.21s (TS1Ci) 1.25k 1.28s (TS2Ai / TS5Ci TSSCi) 1.11k (TS3Ai) 1.28s (TS2Ai / TS5Ci TSSCi).

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

ASSESSMENT – RUNNING RECORD – TC assess reading progress using running records, analyze it, and make recommendations for improvement which includes fluency development. Standards: ELAR EC6 (4-8): 4.6k (2.8k) 5.2k 5.3k 5.5k (3.7k) 5.7k (3.10k) 5.8k (8.3k) 5.9k (3.9k) 5.2s 6.1k (3.2k) 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 (TS1Ai) 1.8s (TS3Bi) 1.24s 1.28s (TS2Ai / TS5Ci TSSCi) 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) 4.9s (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).

ASSESSMENT – RUNNING RECORD TC assess reading progress using running records, analyze it, and make recommendations for improvement which includes word id and vocabulary development. Standards: ELAR EC6 (4-8 in paren) 4.6K (2.8k) 5.2k 5.3k 5.6k (3.2k) 5.7k (3.1k) 5.8k (8.3k) 5.9k (3.9k) 5.2s 5.6s (3.6s) 5.7s (5.1s) 6.1k (3.2k) 6.2k (3.8k) 6.3k 6.4k (3.9k) 6.6k (3.9k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 6.6s (3.8s) 8.1s (10.1s) 8.2s (10.2s) 8.3s (10.3s) 10.1k (8.1k) 10.2k (8.3k) 10.3k (3.8k) 10.8k (8.6k) (4-8 / 8.5k) Dyslexia IDA Content Sect 1: C2,3 / E PR (TS in paren) 1.2k (TS2Ci) 1.3k (TS2Ci) 1.16k 1.25k 1.7s (TS1Ai) 1.8s (TS3Bii) 1.24s 1.28s (TS2Ai / TS5Ci TS5Cii) 1.29s (TS1Fii / TS5i / TS5Di)

ASSESSMENT – SPELLING INVENTORY & WS LESSON PLAN TC evaluate student spelling and make recommendations for explicit systematic hands-on word study using Beck phonics book to improve reading skills. Standards: SPELLING INVENTORY–ELAR EC6 (4-8 in paren) 3.4k, 3.2s, 3.3s (2.1s), 4.9k (2.11k), 5.2k (3.3k), 5.4k (3.6k) – 5.9k (3.9k) – 5.1s (3.3s) – 5.4s (3.3s / 3.5s) – 5.8k (8.3k) – 5.7s (5.1s) – 8.1s (10.1s) – 10.1k (8.1k)– 10.2k (8.3k) – 10.3k (8.3k) – Dyslexia IDA Content Sect 1: A, C1,2,6; E PR (TS) 1.2k (TS2Cii), 1.3k (TS2Ci), 1.16k, 1.25k, 1.7s (TS1Ai), 1.8s (TS3Bii), 1.24s, 1.28s (TS2Ai / TS5Ci TS5Cii)

ASSESSMENT – SPELLING INVENTORY & WS LESSON PLAN WORD STUDY LESSON PLAN - ELAR EC6 (4-8 in parentheses) 3.1s, 3.2s – 3.3s (2.1s) – 5.4k(3.6k) – 5.7k (3.10k) – 5.9k (3.9k) – 5.1s (3.3s) – 6.1k (3.2k) – 6.5k (3.9k)– 6.6k (3.9k) – 8.1s (10.1s), 10.3k (8.3k); DYSLEXIA IDA Sect 1 Content - C2.4k, C2.3k, C6.Spell.2; / E PR (TS in parentheses)1.2k (TS2Cii), 1.3k (TS3Ci), 1.12k / 1.13k (TS1Ai), 1.14k, 1.16k, 1.19k, 1.21k, 1.25k, 1.26k (TS5Ai, 1.1s (TS1Bi), 1.2s (TS2Bii / TS2Ci), 1.3s (TS1Ci), 1.4s, 1.6s (TS3Bi), 1.7s (TS1Ai), 1.8s (TS3Bii), 1.9s (TS1Aii), 1.11s (TS3Biii), 1.13s, 1.14s (TS2Bii), 1.15s, 1.16s (TS1Cii), 1.19s (TS1Bii) 1.20s (TS1Biii),1.21s (TS1Cii),1.29s (TS1Fii / TS5i / TS5Dii); InTASC 2e.

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: ELAR EC6 (4-8): 2.3s 3.3k (2.3k) 3.2s 4.9k (2.11k) 5.1k (3.1k) 5.5k (3.7k) 5.8k (8.3k) 5.1s (3.3s) 5.2s 5.3s (3.4s) 5.4s (3.3s) 5.5s (3.5s) 5.7s (3.1s) 7.5k (4.3k) (4-8 / 2.2s) (4-8 / .5k) 4.9s (2.1s) 6.1k (3.2k) (4-8 / 3.4k) / E PR (TS) 1.28s (TS2Ai / TS5Ci TS5Cii) 1.11k (TS3Aii) 1.19s (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): EC6 (4-8 IN PAREN): 5.5k (3.5s, 3.7k) / DYSLEXIA IDA Content Sect 1: C.5.1k / E PR (TS) 1.19k 1.26k (TS5Ai) 1.1s (TS1Bii) 1.4s 1.6s (TS3Bi) 1.7s (TS1Ai) 1.9s (TS1Aii) 1.11s (TS3Bii) 1.13s 1.14s (TS2Bii) 1.15s

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: ELAR EC6 (4-8): 5.1k (3.1k) 5.5k (3.7k) 5.4s (3.3s) 5.5s (3.5s) 5.7s (3.1s) 7.5k (4.3k) 10.1k (8.1k) (4-8 / 8.5k) / E PR (TS in paren): 1.19s (TS1Bii) 1.24s

SLO 1.9 – TC know a variety of contexts to support the development of young students’ listening and speaking skills.
ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL. Standards: ELAR EC6 (4-8 in parentheses): 2.1k 2.2s 2.3s 7.5k (4.3k)

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

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL. Standards: ELAR EC6 (4-8): 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 (AMLE 2; InTASC 4). Candidates demonstrate and apply these understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies (CAEP 2). 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 5.8 6.4s 6.1s (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 (TS3Bi) 1.21s (TS1Cii) 1.16s (TS1Cii) 1.9s (TS1Aii)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: ELAR EC6(4-8): 2.2s 2.3s 3.1s (3.3s) 3.2s 5.5k (7.7k) 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, / E PR (TS in paren): 1.16k 1.7s (TS1Aii)

ASSESSMENT – LESSON PLANS (Word Study for Phonics fluency; Before, During, After / Prediction for Comprehension). Standards: EC6 (4-8 in parentheses) 3.2s 5.7k (3.10k) 5.9k (3.9k) 5.1s (3.3s) 6.4k (3.9k)
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) / Dyslexia IDA Content Sect 1: C2,3 / E PR (TS in paren): 1.1k (TS2Cii) 1.3k (TS2Ci) 1.1s (TS1Bi) 1.2s (TS1Ci) 1.3s (TS1Aiii) 1.15s (TS1Ciii) 1.16s (TS1Bii) 1.21s (TS1Cii); InTASC 4f, 4r, 4m.

ASSESSMENT – LESSON PLANS (Flexible guided reading groups / Word Study for Phonics fluency; Before, During, After / Prediction for Comprehension). Standards: ELAR EC6 (4-8 in parentheses): 6.4k (3.9k) 6.2s (3.7s) 5.7k (3.10k) 5.9k (3.9k) 6.6k (3.9k) 5.6k (3.9k) / Dyslexia IDA Content area 1 - C2,4k, C2.3k, C.3 4 & 5k, C.5.1k / E PR (TS in parentheses): 1.11k (TS3Aii) 1.7s (TS1Ai) 1.2k (TS2Ai) 1.3k (TS2Ci) 1.1s (TS3Bi) 1.14s (TS2Bi) 1.15s (TS1Aiii) 1.16s (TS1Ciii) 1.20s (TS1Bi) 1.21s (TS1Cii); InTASC 4f, 4r, 4m.

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

SLO 3 – 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) 5.6k (8.3k) 5.7s (5.1s) 10.2k (8.3k) 3.5s 3.4s 5.8s 6.4s (3.10s) 3.1s 5.4k (3.6k) 5.7k (3.10k) 5.9k (3.9k) 5.1s (3.3s) 6.1k (3.2k) 6.5k (3.9k); Dyslexia IDA: Sect.1 C2,6, C6.Spell.2 / E PR (TS): 1.11k (TS3Ai) 1.7s (TS1Ai) 1.2k (TS2Cii) 1.3k (TS2Ci) 1.7k (TS3Ci) 1.12k / 1.13k (TS1Ai) 1.14k 1.16k 1.19k 1.21k 1.25k 1.26k SSAi 1.1s (TS1Bi) 1.2s (TS2Bi) / InTASC 2a, 2b, 2e, 2f, 2g, 2h, 2j, 2o, 3b, 7a, 7b, 7c, 7d, 7f, 7g, 7j, 7k, 7L, 7n, 7p, 7q, 8b, 8g, 8k, 8L, 8n, 8p.

PLO 3: Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development (CAEP 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 (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) 5.6k (8.3k) 5.7s (5.1s) 10.2k (8.3k) 3.5s 3.4s 5.8s 6.4s (3.10s) 3.1s 5.4k (3.6k) 5.7k (3.10k) 5.9k (3.9k) 5.1s (3.3s) 6.1k (3.2k) 6.5k (3.9k); Dyslexia IDA: Sect.1 C2,6, C6.Spell.2 / E PR (TS): 1.11k (TS3Ai) 1.7s (TS1Ai) 1.2k (TS2Cii) 1.3k (TS2Ci) 1.7k (TS3Ci) 1.12k / 1.13k (TS1Ai) 1.14k 1.16k 1.19k 1.21k 1.25k 1.26k SSAi 1.1s (TS1Bi) 1.2s (TS2Bi) / InTASC 2a, 2b, 2e, 2f, 2g, 2h, 2j, 2o, 3b, 7a, 7b, 7c, 7d, 7f, 7g, 7j, 7k, 7L, 7n, 7p, 7q, 8b, 8g, 8k, 8L, 8n, 8p.
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(TS2Cii), 1.3 (TS2Ci), 1.7 (TS3Ci0, 1.11 (TS3Aiii), 1.12, 1.13 (TS1Aii), 1.14 (TS1Diii), 1.16, 1.19, 1.21, 1.24, 1.25, 1.26 (TS5Ai) All Lesson Plans address these Skills(S) 1.1(TS1Bi), 1.2(TS2Bii / TS2Ciii), 1.3(TS1Ci), 1.4, 1.6(TS3Bi), 1.7(TS1Ai), 1.8(TS3Bi), 1.9(TS1Aiii), 1.11 (TS3Bi), 1.12, 1.13, 1.14(TS2Bi), 1.15, 1.16(TS1Cii), 1.19(TS1Bi), 1.20(TS3Bi), 1.21(TS1Cii), 1.24, 1.28(TS2Ai /TS5Ci / TS5Ci), 1.16, 1.19, 1.21, 1.24, 1.28 (TS2Ai/TS5Ci/TS5Ci), 1.29 (TS1Fii / TS5Bi / TS5Di)

SLO 3.2.3b – TC use assessment results to improve instruction and monitor learning.

ASSESSMENT – MONITORING PROGRESS (CBM) TC use assessment and technology to monitor reading progress and reflect on teaching decisions and evidence-based strategies to improve instruction. Standards: ISTE 6b; ELAR EC6 PPR (4-8 in paren) Standards: ELAR EC6 (4-8 paren): 3.4k, 3.2s, 3.3s (2.1s), 4.9k (2.1k), 5.2k (3.3k), 5.4k (3.6k) – 5.9k (3.9k) – 5.1s (3.3s)– 5.4s (3.3s / 3.5s) – 5.6k (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), 1.21k (TS5Ai) E PR (TS in paren) 1.2k (TS2Cii), 1.3k (TS2Ci), 1.16k, 1.25k, 1.7s (TS1Ai), 1.8s (TS3Bi), 1.24s, 1.28s (TS2Ai/TS5Ci/TS5Ci); InTASC 6e, 6p, 6t.

ASSESSMENT – 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 (2.1k), 5.2k (3.3k), 5.4k (3.6k) – 5.9k (3.9k) – 5.1s (3.3s)– 5.4s (3.3s / 3.5s) – 5.6k (8.3k) – 5.7s (5.1s) – 8.1s (10.1s) - 10.1k (8.1k) - 10.2k (8.3k) – 10.3k (8.3k) – Dyslexia IDA Content Sect 1: A, C1,2,6; E PR (TS)1.2k (TS2Cii), 1.3k (TS2Ci), 1.16k, 1.25k, 1.7s (TS1Ai), 1.8s (TS3Bi), 1.24s, 1.28s (TS2Ai/TS5Ci/TS5Ci); InTASC 6e, 6p, 6t.

ASSESSMENT – RUNNING RECORD TC assess reading progress using informal running records, analyze it, and make recommendations for improvement supported by TEKS. Standards: ELAR EC6 (4-8 in paren) 4.6K (2.8k) 5.2k 5.3k 5.6k (3.2k) 5.5k (3.7k) 5.7k (3.10k) 5.8k (8.3k) 5.9k (3.9k) 5.2s 5.6s (3.6s) 5.7s (5.1s) 6.1k (3.2k) 6.2k (3.8k) 6.3k 6.4k (3.9k) 6.6k (3.9k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 6.6s (3.8s) 8.1s (10.1s) 8.2s (10.2s) 8.3s (10.3s) 10.1k (8.1k) 10.2k (8.3k) 10.3k (8.3k) 10.8k (8.6k) / E PR (TS in paren) 1.2k (TS2Cii) 1.3k (TS2Ci) 1.16k 1.25k 1.7s (TS1Ai) 1.8s (TS3Bi) 1.24s 1.28s (TS2Ai / TS5Ci TS5Ci) 1.29s (TS1Fii / TS5i / TS5Di) / Dyslexia IDA Content Sect 1: C2,3; InTASC 6e, 6t.

SLO 3.2.3c – TC plan instruction including goals, materials, learning activities and assessments.
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(TS2Cii), 1.3 (TS2Cii), 1.7 (TS3Ci0, 1.11 (TS3Aiii), 1.12, 1.13 (TS1Aii), 1.14 (TS1Diii), 1.16, 1.19, 1.21, 1.24, 1.25, 1.26 (TS5Ai)  
*All Lesson Plans address these Skills (S):*  
1.1(TS1Bi), 1.2(TS2Bii / TS2Ciii), 1.3(TS1Ci), 1.4, 1.6(TS3Bi), 1.7(TS1Ai), 1.8(TS3Bii), 1.9(TS1Aiii), 1.11 (TS3Bi), 1.12, 1.13, 1.14(TS2Bi), 1.15, 1.16(TS1Ciii), 1.19(TS1Bi), 1.20(TS1Biii), 1.21(TS1Cii), 1.24, 1.28(TS2Ai / TS5Ci / TS5Cii), 1.16, 1.19, 1.21, 1.24, 1.28 (TS2Ai / TS5Ci / TS5Cii), 1.29 (TS1Fiii / TS5Bi / TS5Di)

**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)*  
- 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)  
- 5.1s (10.1s)  
- 10.1k (8.3k)  
- 10.2k (8.3k)  
- Dyslexia IDA Content Sect 1: A, C1, 2, 6

**SLO 3.2.3f** – TC explicitly support engagement in learning through diverse evidence-based practices.
appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child (CAEP 4). 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 (3.3k), 5.4k (3.6k) – 5.9k (3.9k) – 5.1s (3.3s) – 5.4s (3.3s / 3.5s) – 5.6k (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) 6.8k (3.9k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 6.6s (3.8s) 8.1s (10.1s) 8.2s (10.2s) 8.3s (10.3s) 10.1k (8.1k) 10.2k (8.3k) 10.3k (8.3k) 10.8k (8.6k) (4-8 / 8.5k) / E PR (TS in paren) 1.2k (TS2Cii) 1.3k (TS2Ci) 1.16k 1.25k 1.7s (TS1Ai) 1.8s (TS3Bii) 1.24s 1.28s (TS2Ai / TS5Ci TS5Cii) 1.29s(1.31s / TS1Fiii / 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 (TS3Cii), 1.11 (TS3Aii), 1.12, 1.13 (TS1Aii), 1.14 (TS1Dii), 1.16, 1.19, 1.21, 1.24, 1.25, 1.26 (TS5Ai) All Lesson Plans address these Skills(S): 1.1(TS1Bi), 1.2(TS2Bii / TS2Ciii), 1.3(TS1Ci), 1.4, 1.6(TS3Bii), 1.7(TS1Aii), 1.8(TS3Bii), 1.9(TS1Aii), 1.11 (TS3Bii), 1.12, 1.13, 1.14(TS2Bii), 1.15, 1.16(TS1Cii), 1.19(TS1Bi), 1.20(TS1Bi), 1.21(TS1Cii), 1.24, 1.28(TS2Ai / TS5Ci / TS5Cii), 1.16, 1.19, 1.21, 1.24, 1.28 (TS2Ai/TS5Ci/TS5Cii), 1.29 (TS1Fiii / TS5i / TS5Di); Dyslexia IDA Content Sect 1: C2,3; InTASC 6e, 6t.

**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 (3.8k) 5.7s (3.1s) 7.5k (4.4k) 10.1k (8.1k) 10.3k (8.3k) (4-8 / 8.5k) 4.9s 4.9k 5.6l (3.1k) 6.1s (3.11k) (4-8/3.4k) / E PR (TS) 1.28s (TS2Ai / TS5Ci TS5Cii) 1.24k 1.19s (TS1Bii) 1.24s 1.29s (TS1Fiii / TS5i / TS5Di) Detection & Education of Students w Dyslexia

**SLO 4.1.4a** – TC use a variety of instructional practices that support the learning of every child.

**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 (3.3k), 5.4k (3.6k) – 5.9k (3.9k) – 5.1s (3.3s) – 5.4s (3.3s / 3.5s) – 5.6k (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 – 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). E PR (TS) Standards: All Lesson Plans address this Knowledge (K): 1.2(TS2Cii), 1.3 (TS2Ci), 1.7 (TS3Cii), 1.11 (TS3Aii), 1.12, 1.13 (TS1Aii),
1.14 (TS1Diii), 1.16, 1.19, 1.21, 1.24, 1.25, 1.26 (TS5Ai)  All Lesson Plans address these Skills(S)
1.1(TS1Bi), 1.2(TS2Bi / TS2Ci), 1.3(TS1Ci), 1.4, 1.6(TS3Bi), 1.7(TS1Ai), 1.8(TS3Bii), 1.9(TS1Aiii), 1.11
(TS3Bii), 1.12, 1.13, 1.14(TS2Bi), 1.15, 1.16(TS1Cii), 1.19(TS1Bi), 1.20(TS1Bii), 1.21(TS1Cii), 1.24,
1.28(TS2Ai /TS5Ci / TS5Ci), 1.16, 1.19, 1.21, 1.24, 1.28 (TS2Ai/TS5Ci/TS5Cii), 1.29 (TS1Fiii / TS5Bi /TS5Di)

SLO 4.1.4b – TC teach a cohesive sequence of lessons to ensure sequential and appropriate learning

**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 (3.3k), 5.4k (3.6k) – 5.9k (3.9k) – 5.1s (3.3s)– 5.4s (3.3s / 3.5s) – 5.9k (8.3k) – 5.7s (5.1s) –
8.1s (10.1s) - 10.1k (8.1k)– 10.2k (8.3k) – 10.3k (8.3k) – Dyslexia IDA Content Sect 1: A, C1,2,6; E PR
(TS)1.2k (TS2Ci), 1.3k (TS2Ci), 1.16k, 1.25k, 1.7s (TS1Ai), 1.8s (TS3Bii), 1.24s, 1.28s (TS2Ai / TS5Ci
TS5Cii); InTASC 6e, 6p, 6t.

SLO 4.1.4f – TC effectively organize and manage small group instruction to provide more focused, intensive instruction
and differentiate teaching to meet the learning needs of each child.

**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 (3.3k), 5.4k (3.6k) – 5.9k (3.9k) – 5.1s (3.3s)– 5.4s (3.3s / 3.5s) – 5.9k (8.3k) – 5.7s (5.1s) –
8.1s (10.1s) - 10.1k (8.1k)– 10.2k (8.3k) – 10.3k (8.3k) – Dyslexia IDA Content Sect 1: A, C1,2,6; E PR
(TS)1.2k (TS2Ci), 1.3k (TS2Ci), 1.16k, 1.25k, 1.7s (TS1Ai), 1.8s (TS3Bii), 1.24s, 1.28s (TS2Ai / TS5Ci
TS5Cii); InTASC 6e, 6p, 6t.

**ASSESSMENT** – **LESSON PLANS** (Direct model lesson plan for explicit systematic hands-on Word Study
Phonics lesson using Beck book; Before, During, After / Prediction for Comprehension plan using flexible
guided reading group / all based on TEKS and incorporating LO TEKS).  EPR (TS) Standards:  All Lesson
Plans address this Knowledge (K):  1.2(TS2Ci), 1.3 (TS2Ci), 1.7 (TS3Ci0, 1.11 (TS3Aiii), 1.12, 1.13 (TS1Aii),
1.14 (TS1Diii), 1.16, 1.19, 1.21, 1.24, 1.25, 1.26 (TS5Ai)  All Lesson Plans address these Skills(S)
1.1(TS1Bi), 1.2(TS2Bi / TS2Ci), 1.3(TS1Ci), 1.4, 1.6(TS3Bi), 1.7(TS1Ai), 1.8(TS3Bii), 1.9(TS1Aiii), 1.11
(TS3Bii), 1.12, 1.13, 1.14(TS2Bi), 1.15, 1.16(TS1Cii), 1.19(TS1Bi), 1.20(TS1Bii), 1.21(TS1Cii), 1.24,
1.28(TS2Ai /TS5Ci / TS5Ci), 1.16, 1.19, 1.21, 1.24, 1.28 (TS2Ai/TS5Ci/TS5Cii), 1.29 (TS1Fiii / TS5Bi /
TS5Di)

SLO 4.2 – TC understand the basic principles (administration, analysis, and interpretation) of formal (standardized)
and informal (non-standardized) assessment (e.g., spelling inventory, 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) – 5.9k (8.3k) – 5.7s (5.1s) –
8.1s (10.1s) - 10.1k (8.1k)– 10.2k (8.3k) – 10.3k (8.3k) – Dyslexia IDA Content Sect 1: A, C1,2,6; E PR
(TS)1.2k (TS2Ci), 1.3k (TS2Ci), 1.16k, 1.25k, 1.7s (TS1Ai), 1.8s (TS3Bii), 1.24s, 1.28s (TS2Ai / TS5Ci
TS5Cii); InTASC 6e, 6p, 6t.

**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
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) 5.7k (3.1k) 5.8k (3.9k) 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 (TS1Fiii / 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(TS2Ci), 1.3 (TS2Ci), 1.7 (TS3Ci), 1.11 (TS3Ai), 1.12, 1.13 (TS1Ai), 1.14 (TS1Dii), 1.16, 1.19, 1.21, 1.24, 1.25, 1.26 (TS5Ai) All Lesson Plans address these Skills(S): 1.1(TS1Bi), 1.2(TS2Bi / TS2Ci), 1.3(TS1Ci), 1.4, 1.6(TS3Bi), 1.7(TS1Ai), 1.8(TS3Bi), 1.9(TS3Ai), 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 / TS5Cii), 1.16, 1.19, 1.21, 1.24, 1.28 (TS2Ai/TS5Ci/TS5Cii), 1.29 (TS1Fiii / TS5Bi / TS5Di) / Dyslexia ID Content Sect 1: D / E PR (TS)1.2k (TS2Ci) 1.3k (TS2Ci) 1.13k (TS1Ai) 1.14k 1.16k 1.24k 1.25k 1.7s (TS1Ai) 1.24s 1.28s (TS2Ai / TS5Ci / TS5Cii) 1.29s (TS1Fiii / TS5i / TS5Di); and Tech EP 4.1k (ISTE 1b), 4.2k (ISTE 2d,3d); InTASC 4a, 4d, 6b, 6o.

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: ELAR: EC6 (4-8 paren): 4.9s (2.1s) 6.1k (3.2k) 6.1s (3.1k) (4-8 / 3.4k) / E PR (TS) 1.14k 1.25k 1.2s (TS2Bi / TS2Ci) 1.3s (TS1Ai) 1.15s 1.19s (TS1Bi) 1.28s (TS2Ai / TS5Ci / TS5Cii) / Dyslexia ID Content Sect 1: C 1-5, D, E; InTASC 6u.

ASSESSMENT – MONITORING PROGRESS (CBM) TC use assessment and technology to monitor reading progress of at risk and struggling students and they reflect on teaching decisions and evidence-based strategies to improve instruction. Standards: ELAR 4.9s (2.1s) 5.3k (3.5k) 6.7k (3.1k) 6.1s (3.1s) 6.3s (3.2s) 8.3s (10.3s) 10.2k (8.3k) / Dyslexia IDA Content Sect 1: D / E PR (TS)1.2k (TS2Ci) 1.3k (TS1Ai) 1.14k 1.16k 1.24k 1.25k 1.7s (TS1Ai) 1.24s 1.28s (TS2Ai / TS5Ci / TS5Cii) 1.29s (TS1Fiii / TS5i / TS5Di); and Tech EP 4.1k (ISTE 1b), 4.2k (ISTE 2d,3d).

ASSESSMENT – EXAMS: QUIZZES/MIDTERM/FINAL Standards: ELAR: EC6 (4-8 paren): 4.9s (2.1s) 6.1k (3.2k) 6.1s (3.1k) (4-8 / 3.4k) / E PR (TS) 1.11k (TS3Ai) 1.21k 1.24k 1.2s (TS2Bi / TS2Ci) 1.3s (TS1Ci) 1.19s (TS1Bi) 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 (TS3Ai) 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 / TS2Ci) 1.3s (TS1Ci) 1.9s (TS1Ai) 1.15s 1.19s (TS1Bi) 1.28s (TS2Ai / TS5Ci / TS5Cii) / Dyslexia ID Content Sect. 1 C 1-5, D, E; InTASC 6u.
### Science of Teaching Reading (STR) Content Overview

[https://tea.texas.gov/sites/default/files/tra_overviewparticipantdetails_final_1_2020.pdf](https://tea.texas.gov/sites/default/files/tra_overviewparticipantdetails_final_1_2020.pdf)

### List of STR Standards

[https://www.tx.nesinc.com/content/docs/TX293_SciOfTeachingReading_PrepareManual.pdf](https://www.tx.nesinc.com/content/docs/TX293_SciOfTeachingReading_PrepareManual.pdf)

### Science of Teaching Reading (STR) Alignment

[https://www.tx.nesinc.com/content/docs/TX293_SciOfTeachingReading_PrepareManual.pdf](https://www.tx.nesinc.com/content/docs/TX293_SciOfTeachingReading_PrepareManual.pdf)

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- **Competency 001** (Foundations of the Science of Teaching Reading): Understand foundational concepts, principals, and best practices related to the science of teaching reading.
- **Competency 002** (Foundations of Reading Assessment): Understand foundational concepts, principles, and best practices related to reading assessment.

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- **Competency 003** (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.
- **Competency 004** (Phonological and Phonemic Awareness): Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.
- **Competency 005** (Print Concepts and Alphabet Knowledge): Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle.
- **Competency 006** (Phonics and Other Word Identification Skills): Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills.
- **Competency 007** (Syllabication and Morphemic Analysis Skills): Understand concepts, principles, and best practices related to the development of syllabication and morphemic analysis skills, including related spelling skills, and demonstrate knowledge of developmentally
appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level syllabication and morphemic analysis skills and related spelling skills.

Competency 008 (Reading Fluency): Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students’ development of grade-level reading fluency.

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Competency 009 (Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students’ development of grade-level vocabulary knowledge and skills.

Competency 010 (Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students’ development of grade-level reading comprehension strategies.

Not Addressed in whole or in part in READ 3320:

Competency 011 (Comprehension of Literary Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students’ development of grade-level comprehension and analysis skills for literary texts.

Competency 012 (Comprehension of Informational Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students’ development of grade-level comprehension and analysis skills for informational texts.

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Competency 013 (Analysis and Response): Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed written response based on the data and information presented.

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