## SECTION 1: COURSE INFORMATION

<table>
<thead>
<tr>
<th>COURSE TIME AND LOCATION:</th>
<th>WEB</th>
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<tbody>
<tr>
<td>COURSE MODALITY</td>
<td>Online</td>
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<tr>
<td>CREDIT HOURS:</td>
<td>3</td>
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### COURSE BULLETIN DESCRIPTION

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

### COURSE JUSTIFICATION

This course is an introductory foundational course in early literacy development, assessment, and instruction and is geared toward a general but solid understanding of early literacy development based on the science of teaching reading (STR). 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 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 internship (clinical) 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 experience and reflection, your ability to support young readers in their literacy journeys will truly make a difference in the lives of children who will come to depend upon you for their reading success.

You will begin this course by reading the modules and downloading a detailed calendar in D2L; this will take you to the end of the course if you follow it closely. If you are taking this course face-to-face, it is important for you to come to class where topics are discussed further and in depth. The online readings (modules) are written in simple narrative form supplemented with videos, all easy to understand; these modules provide an overview of how children learn to read, they are current, and they align with the research-based science for teaching reading. Seven retakable quizzes along the way will help you review course content as you grow in your understanding about reading acquisition. Seven assignments that follow the readings and quizzes plus a 2-part final exam (part m/c and essay) provide you the opportunity to demonstrate your understanding and ability to apply the content you are learning. A detailed list of assignments, quizzes, exams, related standards, and grading point values are listed under Student Learning Outcomes (SLO) at the end of this document. Note there is a small variation in face-to-face classes RE designated assignments and grading.

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?
How do I leave no child behind?

CO-REQUISITES (Courses taken with this course.)
ECED 3301

PRE-REQUISITES (Courses that must be completed before taking this course.)
ECED 3300 / grade of C or higher for all courses

PCOE DIVERSITY STATEMENT
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.

SECTION II: INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES

➔ Although this may look like one, this is not an official contract and only serves as a guide for the course.
➔ Intended Student Learning Outcomes (SLO), standards, and assignments are listed at the end of this syllabus.

PERKINS COLLEGE OF EDUCATION VISION, MISSION, GOALS, AND CORE VALUES (VMGV) GENERAL STATEMENT
Each assignment in READ 3320 is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please review the Perkins College of Education Vision, Mission, Goals and Core Values (VMGV) below.

VISION OF THE COLLEGE OF EDUCATION
The Department of Education Studies will be a leader in preparing professionals to have a positive impact on advocacy, teaching and learning in a diverse and evolving world

MISSION STATEMENT OF THE COLLEGE OF EDUCATION
The Department of Education Studies prepares professionals to become reflective and informed practitioners, social justice advocates, and transformational leaders in their professional fields and in the larger society. To that end, we demonstrate and foster in one another creativity, critical insight, empathy, intellectual courage, and civic engagement, everlasting grounds for lifelong inquiry and the foundations for democratic citizenship
### VALUES OF THE COLLEGE OF EDUCATION

**Integrity:** We follow moral and ethical principles in all aspects of life, including professional areas at work such as decision making, interacting honestly with colleagues, and serving students and the community in general.

**Diversity and inclusion:** We honor, respect, and affirm difference. We thrive in democratic engagement and perform based on the quality and strength of our inclusive social connections, openness to learning from and with others and the depth of the decision-making mindset that it generates.

**Reflective Informed Practice:** We critically reflect on our actions, creatively engage in a process of life-long continuous learning, and are committed to collaborative pedagogical relationships based in sound theory, consistent praxis and academic excellence in benefit of our students.

**Equity and Social Justice:** We believe that each person should have equal access to well-being, health, education, wealth, opportunity and justice. We believe that resources should be distributed equitably. We nurture empathy and a spirit of service in our students, equip them with critical frames of understanding and prepare them to become agents of social change.

**Democratic Citizenship:** We believe that, as a community of learners, faculty, students, and staff have an active investment in true voice expression and active participation in decision making.

### LOCATION OF ASSIGNMENTS

Assignments, assessments, and discussion links are presented in D2L and there is a list of assignments and their descriptions at the end of this document. It is your responsibility to complete all work. Your footprint is tracked; going straight to the assignments IS NOT considered responsible and may show in your work. This course and all reading modules may be accessed through MySFA or directly at [https://d2l.sfasu.edu/](https://d2l.sfasu.edu/)

### ACCESSING ASSIGNMENTS ON D2L

You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline.

Know that if you intend to use a "dial-up" connection to access the Internet and this course that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is **NOT** a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you are able to access all components of this online course and are able to log in to the course daily.

Some files, at first appearance, may be distorted; however, all word and PDF files can be opened by downloading the document. All videos and links can be accessed by opening the document in a new tab.

If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.

### FORMATTING REQUIREMENTS OF ASSIGNMENTS

All assignments must be submitted as required (word, PDF, PPT, video). HEIC files are not compatible with the d2L system. Unless noted otherwise written assignments must be typed and submitted as a Microsoft Word document online through D2L. You are responsible for checking your attachments to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero.
**ASSIGNMENT DEADLINES**

All assignments are due according to the dates listed on the course CALENDAR timeline.

If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. You are expected to provide official documentation of the extenuating circumstance if you want your professor to consider forgiving any ‘late point deductions.’ The instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. A broken computer or no internet is not an acceptable excuse for not completing work by the required deadlines. Face-to-face classes have access to many free computers on the SFA campus (ECRC and library). Work ahead to prevent life’s unanticipated surprises.

**QCLASSROOM REQUIREMENTS**

This course does not require that you submit designated assignments to Q Classroom.

Assignments submitted to d2L/Q Classroom are related to accountability and accreditation measures for Education Studies. Scoring guides for these assignments are located in the d2L course and Q Classroom.

Failure to upload the required documents into d2L/Q Classroom will result in zero credit being received for those assignments.

**ASSIGNMENTS/ASSOCIATED STANDARDS/POINTS**

Assignments will be given to enhance the teacher candidate’s understanding of content, pedagogy, and professional standards. Assignments will be submitted via D2L, unless otherwise specified by your instructor.

To enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises.

READ 3320 typically meets [http://d2l.sfasu.edu](http://d2l.sfasu.edu) for 15 weeks and in summer months for half that time. Class preparation and participation is expected to demand approximately 9 hours per week of serious investment of time devoted to mastering this course content during a normal semester. When students take this course during the summer, they can expect to be twice that busy reading and submitting assignments daily; it is recommended during summers that students take only ONE course during the short semester.

This course includes a detailed CALENDAR which will guide you through the content modules you are expected to read, 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 and assess their progress. Assignments include Research Discussion of SBRR/STR skills, sharing a Flyer/Newsletter informing parents of research-based skills and how they may help build fluency in these skill areas, assessment of children’s reading and how to improve it based on the STR, monitoring instruction and deciding what to do when a child falls behind, responding to Fluency readings Q and A, and creation of two lesson plans reflecting 1) TEKS / ELPS and Beck’s research-based word-building explicit systematic phonics teaching strategy plus 2) small group guided reading focused on developing comprehension and prediction skills with reflection and proposed modification suggestions based on the 2023 NCTQ’s Contrary Content. At the conclusion of this course is a comprehensive final exam, part of which is essay format specifically addressing how to teach children to read. Face-to-face classes will meet on TUE and THUR to discuss course content and will also receive an attendance/participation grade and a midterm.

Final grades are determined by your TOTAL points at the end of the term. 800 total points earns a B course grade; 700 earns a C, and so on. However, to be eligible for a course grade of A students must earn 900 total points AND also pass both the m/c final exam and the essay exam with a 75% or better.

A list of assignments can be found in the PLO/SLO/Assessment Chart located above in Section II. Assignment Policy — Students must complete all assignments including documentation when required. Students are expected to complete assignments on the due date shown in the course CALENDAR timeline. Failure to complete course work may result in a grade of zero, or “Fail”, for the assignment. Repeated failure to complete course work may result in an automatic reduction of the final course grade earned. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur with course requirements. The entire PLO/SLO chart is included at the end of this syllabus.
SECTION IV: EVALUATION OF ASSESSMENTS (GRADING)

Descriptions and point values of assignments/assessments are listed in the chart located in Section II. All rubrics used for scoring assignments are located in the d2L course.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
<td>F</td>
<td>&lt;600</td>
</tr>
</tbody>
</table>

To earn an A in this course, you must have 900 points AND you must pass both parts of the 2-part final exam with 75% or better. You must do better in the course to continue in the program sequence.

PROFESSIONALISM

Professionalism is expected for all students in all courses whether fully online, hybrid or face-to-face.

Candidates are expected to be professional at all times. Behaving unprofessionally can adversely affect the candidate’s grade. Candidates are subject to loss of points and/or a course letter grade for behavior unbecoming a professional teacher candidate as determined by instructor discretion. Each teacher candidate exhibits professionalism by:

- attending/participating in all class meetings in accordance with the policies of the university;  
  [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp)
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism;  
  [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
- contacting the professor prior to missing a class assignment or attaching official documentation to late assignments
- reading course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
- completing ALL QUIZZES independently
- You may partner on any assignment; if you do, submit only ONE assignment with both names at top
- completing ALL ASSIGNMENTS/QUIZZES on or before the due date;
- submitting ALL WORK in order to complete this course;
- being prepared for quizzes and exams;
- participating intelligently in all class discussions;
- completing the end-of-course online evaluation;
- being professional in demeanor, attitude; and
- maintaining confidentiality at all times.

Professionalism is also considered when teacher candidates take time to help fellow peers who have difficulty reading/finding specifics in the course. Teacher candidates who help fellow peers remain positive and promote change for efficiency in teaching will also be considered to promote professionalism. Being negative is not considered professional.

WORK POLICY EXPECTATIONS

- Late Work— Late work receives reduced credit unless accompanied with official documentation for the extenuating circumstance explaining the late work.
- Make-up Work Policy— There is none.
- “Redo Work” Policy— Not permitted. If you wish to receive Free feedback on any assignment, email it to me before you submit for a grade.
- Students must submit all assignments in the requested format found in the assignment section.
## SECTION V: TENTATIVE COURSE TIMELINE

### Calendar

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Read and Learn</th>
<th>Work on Review Quizzes</th>
<th>DUE by end of week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Read D2L modules: Overview, PAGE ONE, IMPORTANT INFO, 1 &amp; 2A</td>
<td></td>
<td>Complete <strong>HELLO post Survey, pretest quiz</strong> DUE SAT Sep 2</td>
</tr>
<tr>
<td>2</td>
<td>Modules 2B, 3, 4, 5</td>
<td>Phonemic Awareness PAC quiz</td>
<td><strong>Research Post</strong> On the big 5 DUE SAT Sep 9</td>
</tr>
<tr>
<td>3</td>
<td>Modules 6A, 6B, 6C</td>
<td>Phonics quiz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read BECK book, p. 1-69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Modules 7A, 7B, 7C Beck 111-117</td>
<td>Owens Fluency quiz</td>
<td><strong>Parent newsletter Post</strong> DUE SAT Sep 23</td>
</tr>
<tr>
<td>5</td>
<td>Module 8 &amp; 9</td>
<td>Dyslexia quiz ESL Quiz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read Beck p.149-171</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Module 10 SPPELLING word building L.PLAN</td>
<td></td>
<td><strong>Spelling Lesson Plan Drop Box</strong> DUE SAT Oct 7</td>
</tr>
<tr>
<td>7</td>
<td>Module 10 CBM</td>
<td>Continue to explore &amp; master content on quizzes</td>
<td><strong>Fluency Q+A assignment</strong> DUE SAT Oct 14</td>
</tr>
<tr>
<td>8</td>
<td>Module 10 RUNNING RECORD</td>
<td></td>
<td><strong>CBM assignment</strong> DUE SAT Oct 21</td>
</tr>
<tr>
<td>9</td>
<td>Module 10 SUPER KIDS comprehension</td>
<td></td>
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<tr>
<td>10</td>
<td>Into the Classroom</td>
<td>Other Readings Quiz</td>
<td></td>
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<tr>
<td>11</td>
<td>NOT Contrary Content</td>
<td></td>
<td><strong>Running Record TEST in class</strong> DUE SAT Nov 11</td>
</tr>
<tr>
<td>12</td>
<td>FINAL + ESSAY EXAM PREP</td>
<td></td>
<td><strong>Super Kids Comprehension L Plan</strong> DUE SAT Nov 18</td>
</tr>
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➔ **Fall break** – use this time wisely
### D2L Reading Modules

**Module 1**  
Building Blocks: Reading skills begin developing the day we are born

**Module 2A**  
Peer-Reviewed Research & Skills for Reading / Science of Teaching Reading (STR)

**Module 2B**  
Assignment: Research based Foundational Skills for reading, the Big 5 (SBRR)

**Module 3**  
TEKS list of skills, Approaches to Teaching Reading  
A research-base, balance, experience, & continued professional development are key  
as is 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

**Module 6A**  
Quick Word Recognition and

**Module 6B**  
Vocabulary lead to reading Comprehension (Simple View of Reading / PAC)

**Module 6C**  
Book types for beginning readers (predictable / controlled / decodable / expository)

**Module 7A**  
How to teach phonics explicitly & systematically thru “Word Building” (Beck, 2013)

**Module 7B**  
Building Fluency, automaticity, morphemic awareness, Tier 2 and 3 vocabulary

**Module 7C**  
Assignment: Parent Newsletter. Teaching strategies & personalizing instruction

**Module 8**  
Assessment and monitoring progress

**Module 9**  
Diversity and differentiating instruction / Dyslexia & ELL

**Module 10**  
All other Assignments: Spelling, CBM, R Record, Guided Reading Comprehension L Plan

**Final Modules of Readings:**
- Into the Classroom: *Putting it all together* by Sylvia Read
- Final & Essay Exam Prep – includes a 70-page How to Teach Reading course summary

### SECTION VI: ADDITIONAL RESOURCES TO SUPPORT LEARNING

#### READINGS and COURSE REFERENCES

**REQUIRED**
  [LINK](#)

  You may order books at the [SFA online book store](#) or other. USED is fine.

**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  
  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), & Chap 8 (ELL support) are optional and recommended reading.  
  [LINK](#)

  [LINK](#)

**RECOMMENDED** You will NOT need the following to pass this course as some of the following information is embedded within the course modules, but some day you may want them in your library, virtual or other.

- STR./ SOR Helpful Quick Reads for the “science of teaching reading”
GOOD BOOKS for summarizing the science and how best to teach reading


RESOURCES to help you get started in your classroom


VIDEO - Anita Archer, “Why Explicit Instruction” (I do, we do, you do) https://www.youtube.com/watch?v=i-qNpFtcynl


Recommended Resources / some included in course modules:
IES Practice Guides https://ies.ed.gov/ncee/wcc/PracticeGuide/21
NCTQ – The Four Pillars p. 1, 3, 7-9 https://www.nctq.org/dmsView/the_four_pillars_to_reading_success
TEKS http://tea.texas.gov/index2.aspx?id=6148
TA TEKS http://ritter.tea.state.tx.us/rules/tac/chapter126/index.html
TEKS Standards Resource Link http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102899
TPRI https://www.tpri.org/about/what-is-the-tpri.html
PREL, A Focus on Fluency http://www.eric.ed.gov/PDFS/ED481962.pdf
SEDL, Reading Research Evidence https://www.sedl.org/reading/framework/research.html
Scientifically-Based Reading Research http://reading.uoregon.edu/big_ideas/

Recommended FREE online:
Optional ordering for FREE: https://www.nichd.nih.gov/publications/faq
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.ncte.org/blog/The-Science-of-Teaching-Reading
Dr. Shanahan’s broad overview, Science of Reading www.readingrockets.org/blogs/shanahan-literacy/what-science-reading

SECTION VII: COURSE EVALUATIONS
Near the conclusion of each semester, students in the Perkins College of Education 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 in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

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

SECTION VIII: OTHER RELEVANT COURSE INFORMATION

REPEATING THIS COURSE POLICY
If you are repeating this course for a second time, then your work must be original to the repeated course. That means work from a previous semester of this course may not be resubmitted in the repeated course. Work of any kind submitted by another student who completed this course is grounds for academic dishonesty/plagiarism review.

NONDISCRIMINATION
“No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf

SECTION IX: UNIVERSITY POLICIES
STUDENT ETHICS AND POLICY INFORMATION - https://www.sfasu.edu/policies

CLASS ATTENDANCE AND EXCUSED ABSENCE: Policy 6.7

Class Attendance, Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The
instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES: Policy 6.1 and 6.6

Academic Accommodation for Students with Disabilities, Policy 6.1

Appeal Procedure Relating to the Provision of accommodations for Students with Disabilities, Policy 6.6

Each semester, 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. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

STUDENT ACADEMIC DISHONESTY: Policy 4.1

https://www.sfasu.edu/docs/policies/4.1.pdf

It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation.

Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

STUDENT APPEALS

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

WITHHELD GRADES: Policy 5.5

Course Grades (Including WH), Policy 5.5

Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.
If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**STUDENT CODE OF CONDUCT: Policy 10.4**  
*Code of Student Conduct and Academic Integrity, Policy 10.4*

Disorderly conduct including but not limited to: (a) disruption or interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with university resources without prior approval from university officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

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 Early Alert Program at SFA.

**STUDENT SUPPORT**

Student Wellness and Well-Being  
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:**  
The Dean of Students Office (Rusk Building, 3rd floor lobby) www.sfasu.edu/deanofstudents  
936.468.7249 dos@sfasu.edu  
- SFA Human Services Counseling Clinic Human Services, Room 202 www.sfasu.edu/humanservices/139.asp 936.468.1041  
- The Health and Wellness Hub “The Hub” Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit.

- Services include: • Health Services • Counseling Services • Student Outreach and Support • Food Pantry • Wellness Coaching • Alcohol and Other Drug Education  
- Contact: www.sfasu.edu/thehub 936.468.4008 thehub@sfasu.edu

- **Crisis Resources:**  
  - Burke 24-hour crisis line: 1.800.392.8343  
  - National Suicide Crisis Prevention: 9-8-8  
  - Suicide Prevention Lifeline: 1.800.273.TALK (8255)  
  - johCrisis Text Line: Text HELLO to 741-741

**SECTION X: ADDITIONAL INFORMATION SPECIFIC TO EDUCATOR PREPARATION**

**TEXAS EDUCATORS’ CODE OF ETHICS**

In addition to the Professionalism expectations provided above, all teacher candidates are expected to adhere to the Texas Educators’ Code of Ethics. Any violation of the Texas Educators’ Code of Ethics will be reviewed by a Program Review Panel and may result in failure of the course and/or dismissal from the program.

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.
Additional information can be found in the Texas Administrative Code, Chapter 247: Educators’ Code of Ethics via the website below. [https://tea.texas.gov/index2.aspx?id=2147501244](https://tea.texas.gov/index2.aspx?id=2147501244)

### QCLASSROOM REQUIREMENTS

This course does not require that you submit designated assignments to Q Classroom.

### ATTENDANCE AND PARTICIPATION REQUIREMENTS

**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.

### CERTIFICATION/LICENSING REQUIREMENTS

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

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

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

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

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

Additional information can be found at [https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

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

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

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

ELAR Core Standards, EC-6 https://tea.texas.gov/system/files/EC_6_ELAR_Standard%284%29_0.pdf

**Standard I: Oral Language**: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

**Standard II: Phonological and Phonemic Awareness**: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

**Standard III: Alphabetic Principle**: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

**Standard IV: Literacy Development (levels & stages) and Practice**: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students’ literacy.

**Standard V. Word Analysis and Decoding**: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

**Standard VI. Reading Fluency**: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

**Standard VII: Reading Comprehension**: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students the strategies for improving comprehension.

**Standard VIII: Development of Written Communication**: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

**Standard IX: Writing Conventions**: Teachers understand how young students use writing conventions and how to help students develop those conventions.

**Standard X: Assessment and Instruction of Developing Literacy**: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

TC = Commissioner’s Rules Concerning Teaching Standards (TS)

**Standard 1—Instructional Planning and Delivery.** Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today’s learners.

**Standard 2—Knowledge of Students and Student Learning.** Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s educational developmental backgrounds and focusing on each student’s needs.

**Standard 3— Content Knowledge and Expertise.** Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
**Standard 4 — Learning Environment.** Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

**Standard 5— Data-Driven Practice.** Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

**Standard 6—Professional Practices and Responsibilities.** Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

**PPR = Pedagogy & Professional Responsibilities EC-6**

- **Standard I:** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Domain I, III)
- **Standard II:** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (Domain II)
- **Standard III:** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. (Domain III)
- **Standard IV:** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession (Domain IV)

**STR = Science of Teaching Reading standards**

- **Standard 19 TAC §235.15(b) Reading Development.** The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students’ development of grade level skills within the ten components of reading which include oral language development, print awareness, phonological and phonemic awareness, phonics, fluency, vocabulary development, syllabication and morphemic analysis.

- **Standard 19 TAC §235.15(c) Reading Pedagogy.** The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students’ development of foundational reading skills. These include: (1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy); (2) implementing both formal and informal methods of measuring student progress in early reading development; (3) designing and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and (4) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

- p.3 https://www.tx.nesinc.com/content/docs/TX293_SciOfTeachingReading_PreManual.pdf

**STR - Knowledge - This course covers standards 1 - 7**

- Standard 1 Oral Language Development
- Standard 2 Print Concepts and Alphabetic Knowledge
- Standard 3 Phonological and Phonemic Awareness
- Standard 4 Phonics Decoding and Encoding
Standard 5 Reading Fluency
Standard 6 Vocabulary Development
Standard 7 Syllabication and Morphemic Analysis
Standard 8 Comprehension of Literary Text
Standard 9 Comprehension of Informational Text
Standard 10 Beginning Strategies and Reading Comprehension Skills

**STR - Pedagogy - This course covers all but emphasizes standard 1**

Standard 1 Explicit Systematic Sequential, Multimodal, Gradual Release/structured literacy
Standard 2 Formal and Informal assessment of student progress in early reading development
Standard 3 DAP standards-driven evidence-based best practices
Standard 4 Personalized and differentiated Instruction (family, culture, PK)


**Assignment: Spelling Lesson Plan**

**PLANNING**

1A, I, ii, iii; B I, ii, iii; C I, ii, iii; D I, ii, iii; F I, ii, iii

**KNOWLEDGE OF STUDENTS & STUDENT LEARNING**

2A I, ii, iii; Bi, ii, iii; C I, ii, iii

**CONTENT KNOWLEDGE**

3B I, ii, iii; C I

**LEARNING ENVIRONMENT**

4A I, ii, iii; D I, ii, iii

**DATA DRIVEN**

5A I, ii
**PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES, AND ASSESSMENTS**

**PROGRAM LEARNING OUTCOME (PLO) 1: Understanding and Addressing Each Child’s Developmental:** Teacher Candidates (TC) 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: AMLE 1)

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES (SLO)</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>General STANDARDS</th>
<th>Point value From 1,000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLO 1.1</strong> TC understand that literacy develops over time and progresses from emergent to proficient stages.</td>
<td><strong>ASSESSMENT: EXAM.</strong> ESSAY on how to teach a child to read. Standards: ELAR: EC6 (4-8) 4.1k (2.4k) 6.2k (3.8k) 6.2s (3.7s) 4.2k (2.2s) 1.3k (4.3k) 2.2k (2.1k) 3.1k (2.2k) 3.1s (3.3s) 3.2k (2.2k) 7.5k (4.3k) 10.1k (8.1k) 10.3k (8.3k) 10.8k (8.6k) 4.6k (2.8k) 5.1s (3.3s) 5.3s (3.4s) 6.2k (3.8k) 6.2k (3.8k) 5.2s, 6.1s (3.1k) 6.2s (3.7s) 4.8 3.4k / E PR (TS): 1.14k 1.25k 1.2s (TS2Bi / TS2Cii) 1.3s (TS1Cii) 1.9s (TS1Ai) 1.15s 1.19s (TS1Bi) 1.28s (TS2Ai/TS5Cii) 1.16s (TS1Cii) / 1.4s 1.11s (TS3Bi) 1.21s (TS1Cii) / EP - 1.11k (TS3Ai) 1.7k (TS3Cii) 1.6s (TS3Bi) 1.1s (TS1Bi) 1.4s / 1.7s (TS1Ai) / Dyslexia IDA 1:C 1-5, D, E</td>
<td>ELAR II Paw; ELAR III Phon; ELAR IV Levels; ELAR V WdID; ELAR VI Flucy; ELAR VII Comp; ELAR VIII wrg; ELAR IX spellg; ELAR X Assmt; TC 1 – LPlan; TC 2 – Outcome; TC 3 – content; TC 5 – data; PPR 1 – L Plan; PPR 3-Outcome; STR 1,2,3,4,5,6,7; STR Pedagogy 1,2,3,4</td>
<td>450</td>
</tr>
</tbody>
</table>

**ASSESSMENT – EXAMS:** QUIZZES/MIDTERM & FINAL - Standards: ELAR: EC6(4-8) 1.1k (1.1k) 2.1k 2.2k (2.1k) 2.3k 2.2s 3.3k (2.3k) 4.9k (2.11k) 5.1k (3.1k) (4.8 / 2.2s) E PR (TS) 1.26s (TS2Ai / TS5Ci TS5Cii) / DYSLEXIA QUIZ (4-8 / 3.4k) E PR (TS) 1.11k (TS3Ai) 1.21k 1.24k 1.24s ESL QUIZ: EC-6 (4-8) 3.3k (2.3k) / E PR (TS) 1.11k (TS3Ai) / TS5Cii / 3.3k (2.3k); 5.5k 3.7k); 5.4s (3.3s); 5.5s (3.5s); 7.5k (4.3k) Coverage. STR standards → STR 1,2,3,4,5,6,7; STR Pedagogy 1,2,3,4 p.68, Content contrary to research-based addressed
| **SLO 1.1.1a** – TC understand how oral language develops and is used to communicate with others | Final Exam includes m/c and part essay. See entry above for detailed standards. **Spelling Inventory and Word Building Lesson Plan.** See entry below for detailed standards. **Quiz on PAC/Simple View of Reading** | ELAR 1 lang; ELAR II Paw; ELAR III Phon; ELAR IV Levels; ELAR V WdID; ELAR VI Flucy; ELAR VII Comp; ELAR VIII Wtg; ELAR IX spellg; ELAR X Assmt; TC 1 – LPlan; TC 2 – Outcome; TC 3 – data; TC 5 – Prof’l; PPR 1 – L Plan; PPR 3 – Outcome; STR 1,2,3,4,5,6,7; STR Pedagogy 1,2,3,4 |
| **SLO 1.2** – TC understand how oral language develops and is used to communicate with others | Final Exam includes m/c and part essay **Quiz on PAC/Simple View of Reading** **Quiz on ESL** | ELAR 1 lang; ELAR II Paw; ELAR III Phon; ELAR IV Levels; ELAR VII Comp; ELAR X Assmt; STR 1,3 |
| **SLO 1.3** – TC understand receptive and expressive language processing and basic concepts of language systems including phonology, morphology, semantics, syntax, and pragmatics | Final Exam includes m/c and part essay **Quiz on Phonemic Awareness** **Quiz, PAC/Simple View of Reading** **Quiz, ESL** | ELAR 1 lang; ELAR II Paw; ELAR III Phon; ELAR IV Levels; ELAR VI Flucy; ELAR X Assmt; STR 1,3 |
| **SLO 1.4** – TC understand essential components of phonological/phonemic awareness | Research Discussion Post – The BIG 5 – Teachers continue their own professional development beyond certification, and for life. You will learn how to access and understand research in the What Works Clearinghouse (WWC) and then search there for research articles on “the big 5” evidence-based reading skills predictive of future reading success; you will select one to share with the class in our Discussion Board area of D2L. POST your summary using the requested FORMAT in DISCUSSIONS, read the others, and thoughtfully respond to one other posting that has not yet received comment. SLO Standards 1.4, 1.5, 4.3 Instructions, end of Module 2. | ELAR 1 lang; ELAR II Paw; ELAR III Phon; ELAR VIII Wtg; ELAR IX spellg; ELAR X Assmt; TC 1 – LPlan; TC 2 – Outcome; TC 3 – content; TC 5 – data; PPR 1 – L Plan; PPR 3 – Outcome; STR 1,3; STR Pedagogy 1,2,3,4 |
**SLO 1.5** – TC understand the essential components of the alphabetic principle and basic phonics

**Spelling Inventory and Word Building Lesson Plan.** You will evaluate a child's spelling (provided in D2L) and develop a direct model word building lesson plan to improve that child’s phonics skills using your Beck book of explicit sequential multisensory phonics lessons (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.

**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), 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 / TS2Ci / TS3Ci)  

**WORD STUDY LESSON PLAN** - EC6 (4-8 in parentheses) 3.1s, 3.2s – 3.3s (2.1s) 5.4k(3.6k) 5.7k (3.10k) 5.9k (3.9k) 5.1s (3.3s) 6.1k (3.2k) - 6.5k (3.9k) 6.6k (3.9k) - 8.1s (10.1s), 10.3k (8.3k); DYSLEXIA Content area 1 - C2.4k, C2.3k, C6.Spell2; E PR (TS in parentheses)1.2k (TS2Cii), 1.3k (TS2Ci), 1.7k (TS3Ci), 1.12k / 1.12s, 1.13k (TS1Ai), 1.14k, 1.16k, 1.19k, 1.21k, 1.25k, 1.26k (TS5Ai, 1.1s (TS1Bi), 1.2s (TS2Bi / TS2Ci), 1.3s (TS1Cii), 1.4s, 1.6s (TS3Bi), 1.7s (TS1Ai), 1.8s (TS3Bi), 1.9s (TS1Ai), 1.11s (TS3Bii), 1.13s, 1.14s (TS2Bi), 1.15s, 1.16s (TS1Ci), 1.19s (TS1Bi) 1.20s (TS1Bii), 1.21s (TS1Ci), 1.29s (TS1Fii / TS5i / TS5Di)  

**ASSESSMENT – ALL LESSON PLANS** TC can plan lessons using TEKS based on various assessments. E PR (TS) Standards: All Lesson Plans address this Knowledge (K): 1.2(TS2Cii), 1.3 (TS2Ci), 1.7 (TS3Ci), 1.11 (TS3Ai), 1.12, 1.13 (TS3Ai), 1.14 (TS3Dii), 1.16, 1.19, 1.21, 1.24, 1.25, 1.26 (TS5Ai)  

TC can plan Lessons using PEAKS based on various assessments. E PR (TS) Standards: 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(TS3Bi), 1.10(TS3Bi), 1.11(TS3Bi), 1.12(TS3Bi), 1.13(TS3Bi), 1.14(TS3Bi), 1.15(TS3Bi), 1.16(TS3Bi), 1.17(TS3Bi), 1.18(TS3Bi), 1.19(TS3Bi), 1.20(TS3Bi), 1.21(TS3Bi), 1.22(TS3Bi), 1.23(TS3Bi), 1.24(TS3Bi), 1.25(TS3Bi), 1.26(TS3Bi), 1.27(TS3Bi), 1.28(TS3Bi), 1.29(TS3Bi), 1.30(TS3Bi), 1.31(TS3Bi), 1.32(TS3Bi), 1.33(TS3Bi), 1.34(TS3Bi), 1.35(TS3Bi), 1.36(TS3Bi), 1.37(TS3Bi), 1.38(TS3Bi), 1.39(TS3Bi), 1.40(TS3Bi), 1.41(TS3Bi), 1.42(TS3Bi), 1.43(TS3Bi), 1.44(TS3Bi), 1.45(TS3Bi), 1.46(TS3Bi), 1.47(TS3Bi), 1.48(TS3Bi), 1.49(TS3Bi), 1.50(TS3Bi), 1.51(TS3Bi), 1.52(TS3Bi), 1.53(TS3Bi), 1.54(TS3Bi), 1.55(TS3Bi), 1.56(TS3Bi), 1.57(TS3Bi), 1.58(TS3Bi), 1.59(TS3Bi), 1.60(TS3Bi), 1.61(TS3Bi), 1.62(TS3Bi), 1.63(TS3Bi), 1.64(TS3Bi), 1.65(TS3Bi), 1.66(TS3Bi), 1.67(TS3Bi), 1.68(TS3Bi), 1.69(TS3Bi), 1.70(TS3Bi), 1.71(TS3Bi), 1.72(TS3Bi), 1.73(TS3Bi), 1.74(TS3Bi), 1.75(TS3Bi), 1.76(TS3Bi), 1.77(TS3Bi), 1.78(TS3Bi), 1.79(TS3Bi), 1.80(TS3Bi), 1.81(TS3Bi), 1.82(TS3Bi), 1.83(TS3Bi), 1.84(TS3Bi), 1.85(TS3Bi), 1.86(TS3Bi), 1.87(TS3Bi), 1.88(TS3Bi), 1.89(TS3Bi), 1.90(TS3Bi), 1.91(TS3Bi), 1.92(TS3Bi), 1.93(TS3Bi), 1.94(TS3Bi), 1.95(TS3Bi), 1.96(TS3Bi), 1.97(TS3Bi), 1.98(TS3Bi), 1.99(TS3Bi), 1.100(TS3Bi).
1.9(TS1Aiii), 1.11 (TS3Biii), 1.12, 1.13, 1.14(TS2Bi), 1.15, 1.16(TS1Cii), 1.19(TS1Bii), 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)

PPR Standards 1and III Instructional Design promotes student learning are covered in all Lesson Plans and addressed in part for all progress monitoring and reading assessment: 17k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.19k, 1.24k, 1.25k, 1.26k, 1.27k, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.19s, 1.20s, 1.21s, 1.24s, 1.26s, 1.28s, 1.29s, 3.6k, 3.9k, 3.11k, 3.14k, 3.7s, 3.8s, 3.11s, 3.12s, 3.13s, 3.19s, 3.20s

Coverage, STR standards → STR 1,3,4 STR Pedagogy 1,2,3,4 p.68, Content contrary to research-based addressed

T-TESS Standards
Assignment: Spelling Lesson Plan
1A, I, ii, iii; B I, ii, iii; C I, ii, iii; D I, ii, iii; F I, ii, iii
2A I, ii, iii; B I, ii, iii; C I, ii, iii
3B I, ii, iii; C I
4A I, ii, iii; D I, ii, iii
5A I, ii

Other assignments supporting this SLO:
Fluency Q+A / A Focus on Fluency
Final Exam includes m/c and part essay
Research Discussion – The BIG 5
Quiz on Phonics
Guided Reading Lesson Plan – Comprehension Focus w STR modifications

SLO 1.6 - TC understand the essential components of fluency.

Fluency Q+A / A Focus on Fluency article reading response. SLO Standards 1.5, 1.6, 1.7, 2.1, 2.2, 3.2.3b, 4.2, 4.3 Instructions, Module 7B. The fluency/video quiz also addresses this SLO and these standards.

Others:
Midterm, Final Exam includes m/c and part essay
Spelling Inventory and Word Building Lesson Plan
Quiz on Fluency & Classroom Teaching Strategies
Guided Reading Lesson Plan – Comprehension Focus w STR modifications

ELAR III Phon; ELAR V WdID
ELAR VI Flucy; ELAR VII Comp; ELAR X Assmt
TC 1 – LPlan; TC 2 – Outcome; TC 3 – content
TC 5 – data; TC 6 – Prof’l
PPR 1 – L Plan; PPR 3- Outcome; STR 3,4,5,7
STR Pedagogy 1,2,3,4

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| SLO 1.7  – TC understand and can support the development of word identification skills and reading vocabulary. | Final Exam includes m/c and part essay  
Spelling Inventory and Word Building Lesson Plan  
Fluency Q+A / A Focus on Fluency  
Quizzes on Phonics, Fluency, PAC/Simple View of Reading, ESL, and Dyslexia / check below to see standards addressed in all quizzes.  
Guided Reading Lesson Plan – Comprehension Focus w STR modifications | ELAR 1 lang; ELAR II Paw  
ELAR III Phon; ELAR IV Levels  
ELAR V WdID; ELAR VI Fluency  
ELAR VII Comp; ELAR VIII Wtg; ELAR IX spellg  
ELAR X Assmt; TC 1 – LPlan  
TC 2 – Outcome; TC 3 – content; TC 5 – data  
TC 6 – Prof’l; PPR 1 – L Plan  
PPR 3-Outcome; STR 1,2,3,4,5,6,7;STR Pedagogy 1,2,3,4 |
|---|---|---|
| SLO 1.8  – TC understand the essential components of comprehension. | 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 & Classroom Video Teaching Strategies, 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 standards are covered in these quizzes.  
Coverage, STR standards → STR 1 2 3 4 5 6 7  STR Pedagogy 1,2,3,4  
Other assignments covering this SLO:  
Final Exam includes m/c and part essay  
Spelling Inventory and Word Building Lesson Plan.  
Quiz on PAC/Simple View of Reading  
Guided Reading Lesson Plan – Comprehension Focus w STR modifications | ELAR 1 lang; ELAR III Phon  
ELAR IV Levels; ELAR V WdID  
ELAR VI Fluency; ELAR VII Comp; ELAR X Assmt  
TC 1 – LPlan; TC 2 – Outcome; TC 3 – content  
TC 5 – data; TC 6 – Prof’l  
PPR 1 – L Plan; PPR 3-Outcome; STR 1 2 3 4 5 6 7  STR Pedagogy 1,2,3,4 |
| SLO 1.9  – TC know a variety of contexts to support the development of young students’ listening and speaking skills. | Midterm and Final Exam includes m/c and part essay  
Quiz on Phonemic Awareness, and ESL | ELAR 1 lang; ELAR II Paw  
ELAR VII Comp; ELAR X Assmt; STR 1,3,6 |
| 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. | Final Exam includes m/c and part essay  
Quiz on ESL | ELAR 1 lang; ELAR VII Comp; ELAR X Assmt |
| ESL SLO 1.11  – TC understand factors that contribute to language development in multilingual learning environments. | Final Exam includes m/c and part essay  
Quiz on ESL | ELAR 1 lang; ELAR VII Comp;  
STR 1,2,3,6 |
| ESL SLO 1.12  – TC understand the importance of developing CALP fluency in all language domains (listening, speaking, reading, writing). | Final Exam includes m/c and part essay  
Quiz on ESL | ELAR 1 lang; ELAR IV Levels  
ELAR VI Fluency; ELAR VIII Wtg; ELAR IX spellg; ELAR X Assmt  
STR 1,6,7 |
**PROGRAM LEARNING OUTCOME (PLO) 2:** Understanding and Applying **Content and Curricular Knowledge for Teaching:** Candidates demonstrate and apply 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; AMLE 2) **Knowledge of Reading Development Components.** Classroom teachers demonstrate understanding of Kindergarten-Grade 6 Texas Essential Knowledge and Skills and the Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment, and instructional practices to promote students’ development of grade level skills. (STR 1)

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<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>General STANDARDS ELAR, TC (TS), PPR, STR</th>
<th>POINTS</th>
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<tr>
<td><strong>SLO 2.1 – TC understand a variety of reading methods including: read aloud, shared reading, guided reading, interactive writing, and word building (Beck).</strong></td>
<td><strong>Guided Reading Lesson Plan – Comprehension Focus – Super Kids with STR modifications.</strong> You will write a guided reading lesson plan to support a small group of children’s reading comprehension skills focused on prediction. This lesson will be modeled for you step-by-step via video and aligned with TEKS (predict/confirm) and ELPS for ELL students. As with the other lesson plan, the UDL (Universal Design for Learning) plan will be utilized but it will also include sections utilized in edTPA portfolios in future clinical teaching. Reflection on STR is expected in this assignment. SLO Standards 1, 1.1, 1.11a, 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.</td>
<td><strong>ASSESSMENT – COMPREHENSION LESSON PLAN</strong> 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 (TS1Bi) 1.4s 1.6s (TS3Bi) 1.7s (TS1Ai) 1.9s (TS1Aii) 1.11s (TS3Bii) 1.13s 1.14s (TS2Bi) 1.15s</td>
<td><strong>50</strong></td>
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<td><strong>ASSESSMENT – ALL LESSON PLANS</strong> TC can plan lessons using TEKS based on various assessments. E PR (TS) Standards: All Lesson Plans address this Knowledge (K): 1.2(TS2Ci), 1.3 (TS2Ci), 1.7 (TS3Ci0), 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 / TS2Cii), 1.3(TS1Ci), 1.4, 1.6(TS3Bi), 1.7(TS1Ai), 1.8(TS3Bi), 1.9(TS1Aii), 1.11 (TS3Bii), 1.12, 1.13, 1.14(TS2Bi), 1.15, 1.16(TS1Ciii), 1.19(TS1Bi), 1.20(TS1Bii), 1.21(TS1Ci), 1.24, 1.28(TS2Ai / TS5Ci / TS5Dii)</td>
<td><strong>PPR Standards 1 and III Instructional Design promotes student learning are covered in all Lesson Plans and addressed in part for all progress monitoring and reading assessment:</strong> 17k, 1.11k, 1.12k, 1.13k, 1.14k,</td>
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1.16k, 1.19k, 1.24k, 1.26k, 1.27k, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 
1.8s, 1.9s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.19s, 1.20s, 1.21s, 
1.24s, 1.26s, 1.28s, 1.29s, 3.6k, 3.9k, 3.11k, 3.12k, 3.14k, 3.7s, 3.8s, 
3.11s, 3.12s, 3.13s, 3.19s, 3.20s

STR standards → STR 2,3,4,5,6,7 STR Pedagogy 1,2,3,4

Other assignments covering this SLO:
2-part Final Exam includes m/c and part essay
Spelling Inventory and Word Building Lesson Plan

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

Fluency Q+A / A Focus on Fluency
Final Exam includes m/c and part essay
Spelling Inventory and Word Building Lesson Plan
Guided Reading Lesson Plan – Comprehension Focus w STR modifications

ELAR II Paw; ELAR III Phon
ELAR IV Levels; ELAR V WdID
ELAR VI Flucy; ELAR VII Comp; ELAR VIII Wtg
ELAR IX spellg; ELAR X Assmt
TC 1 – L Plan; TC 2 – Outcome; TC 3 – content
TC 5 – data; TC 6 – ProFI
PPR 1 – L Plan; PPR 3- Outcome; STR 4,5; STR
Pedagogy 1,2,3,4

PROGRAM LEARNING OUTCOME (PLO) 3: Assessing, Planning, and Designing Contexts for Learning: 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; AMLE 2) Reading Pedagogy. Classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students’ development of foundational reading skills. (STR 2)

STUDENT LEARNING OUTCOMES | ASSESSMENTS/ASSIGNMENT DESCRIPTION | General STANDARDS | POINTS
--- | --- | --- | ---
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. | Final Exam includes m/c and part essay
Spelling Inventory and Word Building Lesson Plan. | ELAR II Paw; ELAR III Phon
ELAR IV Levels; ELAR V WdID
ELAR VI Flucy; ELAR VII Wtg
ELAR IX spellg; ELAR X Assmt
TC 1 – L Plan; TC 2 – Outcome
TC 3 – content; TC 5 – data
PPR 1 – L Plan; PPR 3- Outcome
STR 3,4,5; STR Pedagogy 1,2,3,4 | 22
| 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. | Final Exam includes m/c and part essay  
Spelling Inventory and Word Building Lesson Plan  
Guided Reading Lesson Plan – Comprehension Focus w STR modifications | ELAR 1 lang; ELAR III Phon  
ELAR IV Levels; ELAR V WdID  
ELAR VI Flucy; ELAR VII Comp  
ELAR VIII Wtg; ELAR IX spellg;  
ELAR X Assmt; TC 1 – L Plan  
TC 2 – Outcome; TC 3 – content  
TC 5 – data; TC 6 – Prof’l  
PPR 1 – L Plan; PPR 3-Outcome  
STR 4,5,6,7; STR Pedagogy 1,2,3,4 |
|------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| SLO 3.2.3b – TC use assessment results to improve instruction and monitor learning. | 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 fluency progress. SLO Standards 1.5, 1.6, 1.7, 2.1, 2.2, 3.2.3b, 4.2, 4.3 Module 10.  
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: ELAR 4.9s (2.1s) 5.3k (3.5k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 8.3s (10.3s) 10.2k (8.3k) / Dyslexia IDA Content Sect 1: D / E PR (TS)1.2k (TS2Ci) 1.3k (TS2Ci) 1.13k (TS1Ai) 1.14k 1.16k 1.24k 1.25k 1.7s (TS1Ai) 1.24s 1.28s (TS2Ai / TS2Ci | ELAR II Paw  
ELAR III Phon  
ELAR IV Levels  
ELAR V WdID  
ELAR VI Flucy  
ELAR VII Comp  
ELAR VIII Wtg  
ELAR IX spellg  
ELAR X Assmt  
TC 1 – L Plan  
TC 2 – Outcome  
TC 3 – content  
TC 5 – data  
TC 6 – Prof’l  
PPR 1 – L Plan  
PPR 3-Outcome  
STR 3,4,5,6,7  
STR Pedagogy 1,2,3,4 |
| STR standards → STR 3,4,5,6,7 STR Pedagogy 1,2,3,4 | Final Exam includes m/c and part essay  
Fluency Q+A / A Focus on Fluency  
Spelling Inventory and Word Building Lesson Plan  
Guided Reading Lesson Plan – Comprehension Focus w STR modifications | |
| SLO 3.2.3c – TC plan instruction including goals, materials, learning activities and assessments. | Final Exam includes m/c and part essay  
Spelling Inventory and Word Building Lesson Plan  
Guided Reading Lesson Plan – Comprehension Focus w STR modifications | ELAR 1 lang; ELAR III Phon  
ELAR IV Levels; ELAR V WdID  
ELAR VI Flucy; ELAR VII Comp  
ELAR VIII Wtg; ELAR IX spellg  
ELAR X Assmt; TC 1 – L Plan |
**PROGRAM LEARNING OUTCOME (PLO) 4:** Supporting Each Child’s Learning Using Effective Instruction: 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; AMLE 4)

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<tr>
<td>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.</td>
<td>100 points – Running Record Assessment &amp; Analysis. You will analyze a running record (assessment) of a child’s audio taped reading and retell, and recommend instruction to improve reading based on STR recommendations. Submit 1 doc—your thoughtful &amp; 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. <strong>ASSESSMENT – RUNNING RECORD</strong> TC assess reading progress using running records, analyze it, and make recommendations for improvement which includes fluency development. Standards: ELAR EC6</td>
<td>ELAR TC (TS), PPR, STR</td>
<td>100</td>
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<td>(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 (3.1k) 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)</td>
<td>TC 5 – data TC 6 – Prof'l PPR 1 – L Plan PPR 3-Outcome STR 3,4,5,6,7 STR Pedagogy 1,2,3,4</td>
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<td>TC 5 – data TC 6 – Prof'l PPR 1 – L Plan PPR 3-Outcome STR 3,4,5,6,7 STR Pedagogy 1,2,3,4</td>
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PPR Standards 1and III Instructional Design promotes student learning are covered in all Lesson Plans and addressed in part for all progress monitoring and reading assessment: 17k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.19k, 1.24k, 1.25k, 1.26k, 1.27k, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.19s, 1.20s, 1.21s, 1.24s, 1.26s, 1.28s, 1.29s, 3.6k, 3.9k, 3.11k, 3.12k, 3.14k, 3.7s, 3.8s, 3.11s, 3.12s, 3.13s, 3.19s, 3.20s

STR standards → STR 3,4,5,6,7 STR Pedagogy 1,2,3,4 p.68, Content contrary to research-based is addressed

Final Exam Spelling Inventory and Word Building Lesson Plan Guided Reading Lesson Plan – Comprehension Focus w STR modifications

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

Parent Fluency Newsletter/Flyer – Parent Support to develop fluency with STR skills at home – You will create a simple one-page flyer informing parents/guardians of a simple activity they may use at home to help build fluency in one of the “big 5” scientifically based reading researched skills for reading (SBRR). This will be an attractive and inviting 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. SLO Standards 1.2, 1.4, 1.5, 1.6, 1.7, 2.1 Instructions, end of Module 7C.

ASSESSMENT – NEWSLETTER – TC communicate with parents about language and other foundational skills development. Standards: ELAR: EC6 (4-8 in paren) 1.8s (1.12s) 2.4s / *MLG 4-8 2.12s / Dyslexia IDA Content Sect 1: A, C1, B / E PR (TS) 1.7s (TS1Ai); Tech EP 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d), 6.29s (ISTE 3d); PPR IV, 4.1k (u) STR standards → STR 3,4,5,6 STR Pedagogy 1,2,3,4

Final Exam Spelling Inventory and Word Building Lesson Plan Guided Reading Lesson Plan – Comprehension Focus w STR modifications

| TC 5 – data TC 6 – Prof'l PPR 1 – L Plan PPR 3-Outcome STR 3,4,5,6,7 STR Pedagogy 1,2,3,4 |
| TC 5 – data TC 6 – Prof'l PPR 1 – L Plan PPR 3-Outcome STR 3,4,5,6,7 STR Pedagogy 1,2,3,4 |

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| SLO 4.1.4b – TC teach a cohesive sequence of lessons to ensure sequential and appropriate learning | Final Exam  
Spelling Inventory and Word Building Lesson Plan. | ELAR II Paw; ELAR III Phon  
ELAR IV Levels; ELAR V WdID  
ELAR VI Flucy; ELAR VIII Wtg  
ELAR IX spellig; ELAR X Assmt  
TC 1 – L Plan; TC 2 – Outcome  
TC 3 – content; TC 5 – data  
PPR 1 – L Plan; PPR 3-Outcome  
STR 3,4,5; STR Pedagogy 1,2,3,4 |
|---|---|---|
| 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. | Final Exam  
Spelling Inventory and Word Building Lesson Plan  
Guided Reading Lesson Plan – Comprehension Focus w STR modifications | ELAR I lang; ELAR III Phon  
ELAR IV Levels; ELAR V WdID  
ELAR VI Flucy; ELAR VII Comp  
ELAR X Assmt; TC 1 – L Plan  
TC 2 – Outcome; TC 3 – content  
TC 5 – data; TC 6 – Prof’I  
PPR 1 – L Plan; PPR 3-Outcome  
STR 2,3,4,5; STR Pedagogy 1,2,3,4 |
| 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. | Final Exam  
Spelling Inventory and Word Building Lesson Plan  
Fluency Q+A / A Focus on Fluency  
Guided Reading Lesson Plan – Comprehension Focus w STR modifications | ELAR I lang; ELAR II Paw  
ELAR III Phon; ELAR IV Levels  
ELAR V WdID; ELAR VI Flucy  
ELAR VII Comp; ELAR VIII Wtg  
ELAR IX spellig; ELAR X Assmt  
TC 1 – L Plan; TC 2 – Outcome  
TC 3 – content; TC 5 – data  
TC 6 – Prof’I; PPR 1 – L Plan  
PPR 3-Outcome; STR 1,2,3,4,5,6,7; STR Pedagogy 1,2,3,4 |
| SLO 4.3 - TC know the characteristics of, and are able to support, students with dyslexia. | Final Exam  
Quiz on Dyslexia  
Research Discussion – The BIG 5  
Fluency Q+A / A Focus on Fluency | ELAR I lang; ELAR II Paw; ELAR III Phon; ELAR IV Levels  
ELAR V WdID; ELAR VI Flucy  
ELAR VII Comp; ELAR VIII Wtg  
ELAR IX spellig; ELAR X Assmt  
STR 1,3,4,5,6,7; STR Pedagogy 1,2,3,4 |