READ 3320-002 Language and Literacy 1
COURSE SYLLABUS
Spring 2024

INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Alyssa Landreneaux</th>
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<tbody>
<tr>
<td>Office Location</td>
<td>209D Early Childhood Research Center</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:thorntonaa@sfasu.edu">thorntonaa@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>936-468-4071</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Thursdays 3:00-4:00pm (I am on campus 8:00am-5:00pm M-F, so I am quite available for appointments at other times during the week as well.)</td>
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</tbody>
</table>

SECTION 1: COURSE INFORMATION

<table>
<thead>
<tr>
<th>COURSE TIME AND LOCATION:</th>
<th>TUE / THUR 9:30-10:45am Room 215 ECRC</th>
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<tbody>
<tr>
<td>COURSE MODALITY</td>
<td>Face-to-Face</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 wonderful world of print and a future of lifelong 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 each week 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 (STR). Retakable quizzes along the way will help you review course content as you grow in your understanding about reading acquisition. Assignments that follow the readings and quizzes plus a Midterm and 2-part final exam (part m/c and essay) and a few bonus learning experiences along the way provide you the opportunity to demonstrate your understanding and ability to apply the content you are learning. You will also be graded on your punctual attendance and enthusiastic participation during our weekly scheduled class time. A detailed list of assignments, quizzes, exams, related standards, and grading point values are listed under Student Learning Outcomes.
Finally, there are DFI modules that are required of all students to move forward in our program.

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 typically taken with this course.)**

ECED 3301

**PRE-REQUISITES (Courses to take before this course.)**

ECED 3300 / grade of C or higher for all courses is required

### SECTION II: INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES

**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.

**VISION, MISSION, VALUES OF THE COLLEGE OF EDUCATION**

[https://www.sfasu.edu/edstudies/about/welcome](https://www.sfasu.edu/edstudies/about/welcome)

**MISSION and VALUES OF THE UNIVERSITY**

[https://www.sfasu.edu/campusrec/about/mission](https://www.sfasu.edu/campusrec/about/mission)

Course Alignment: Please scroll to the bottom of this syllabus to view PLOs, SLOs, standards, assignment descriptions, and point values.

### SECTION III: COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

**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/). All assignments will be discussed in class.

**ACCESSING ASSIGNMENTS ON D2L**

You will need to have access to 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 and that all links are functioning. 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.

### Q-Classroom Requirements

This course does not require that you submit any assignments to Q Classroom. Assignments submitted to D2L/Q Classroom are related to accountability and accreditation measures for Education Studies and pertain only to certain courses.

### Assignments/Associated Standards/Points

Assignments are 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 meets Face-to-Face but there are required readings online at this address:**  [http://d2l.sfasu.edu](http://d2l.sfasu.edu)  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.

**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** DFI modules with exit tickets and a pre/post assessment, assessment of children’s reading and how to improve it based on the science of teaching reading (STR), responding to seminal readings on building Fluency, and creation of a word building lesson plan reflecting 1) TEKS / ELPS and Beck’s research-based word-building explicit systematic phonics teaching strategy. Mid semester, there is a Midterm Exam and 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 to discuss course content and will also receive an attendance/participation grade. Check the CALENDAR for details.

**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. Keep in mind that you must pass this course with a minimum of C to move forward in the program.
A list of assignments can be found in the PLO/SLO/Assessment Chart located at the end of this syllabus.

**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.

### SECTION IV: EVALUATION OF ASSESSMENTS (GRADING)

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value</th>
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<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>
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<tr>
<td>F</td>
<td>&lt;600</td>
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</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. To continue in the program, students must earn a minimum of C in this course. You must earn a “C” or better in the course. Anything below a “C” is an “F”, no “D” will be awarded.

### PROFESSIONALISM

Professionalism is expected for all students in all courses whether fully online, hybrid or face-to-face. 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 on the CALENDAR
- completing ALL QUIZZES independently
- completing ALL ASSIGNMENTS/QUIZZES on or before the due date;
- submitting ALL WORK in order to complete this course (including DFI modules)
- being prepared for class, quizzes, and exams;
- participating intelligently in all class discussions;
- completing the end-of-course online evaluation;
- being professional in demeanor, attitude;
- keeping technology out of sight and hand during class;
- 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 accepted within a week late, 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— For Dropbox assignments, you may revise and resubmit within 7 days of receiving feedback in order to earn more points. This is a part of the learning process!
- Students must submit all assignments in the requested format found in the assignment section.

### TEACHER CANDIDATE PROFESSIONALISM EXPECTATIONS

**Academic Honesty:** Teacher candidates complete original assignments and/or give credit to individuals if using resources to prepare assignments. The teacher candidate understands that original material not created by the teacher candidate is the intellectual property of another (plagiarism) and may not be published in any format or third-party site without written permission from the owner (collusion).

- **Self-plagiarism** is reusing your own specific wording and ideas from work that you have previously submitted.
- **Collusion** is a form of cheating which occurs when a submission restricted to individual effort is shared with another individual through direct contact or third-party resources allowing another individual to use and submit the copied work as their own.

**Appearance:** Teacher candidates must be appropriately dressed for the required setting. When engaging with students, whether in person or in virtual formats, candidates dress according to the campus dress code.

**Assigned Responsibilities:** While in field placements, teacher candidates must follow the lead of the mentor teacher to carry out all responsibilities with enthusiasm while demonstrating initiative. Candidates are encouraged to focus on their own personal experience rather than the experiences of other teacher candidates.

**Attendance:** It is the expectation of the Department of Education Studies that all enrolled students demonstrate professionalism through a consistent presence in required class meetings. At the beginning of the semester, candidates must confirm in each course that they have read and understand the course syllabus and the expectations for participation in the class. Any student who does not attend class and/or does not have a record of participation as stated in the course requirements will fail the course. Absences must be excused with proper documentation. Excessive absences, unexcused absences, and excessive tardies will result in loss of points on the teacher candidate’s professionalism grade and/or assignment grades that pertain to the day(s) and/or time(s) missed. Absences whether excused or unexcused that result in missing 15% or more of instructional time/content will result in failure of the course.

The threshold for consistent presence is 85% of all class meetings. Students who have a medical or other extreme emergency must provide documentation to excuse absences beyond the 85% threshold. Students who do not meet this threshold, unless excused due to documented medical or other unforeseeable emergencies will not be able to successfully pass the course.

The instructor AND/OR mentor teacher in field courses must be notified of each absence prior to or immediately upon the occurrence of the absence. Any missed observation time must be made up minute for minute.

This is also an expectation for online courses. While this looks different in courses that are synchronous versus asynchronous courses, the expectation is still 85% engagement. In synchronous courses, this means attendance in class meetings 85% of the time. In asynchronous courses, this means engagement in class materials 85% of the time. Students who have a medical or other extreme emergency must provide documentation to excuse absences beyond the 85% threshold. Students who do not meet this threshold, unless excused due to documented medical or other unforeseeable emergencies will not be able to successfully pass the course.

**Interpersonal Communication:** Teacher candidates must demonstrate collaborative efforts with mentor teachers, other teacher candidates, and instructors/professors. Candidates are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus. The candidate will maintain professional communication about individuals and groups associated with SFASU and partnering facilities on all social and print media published and/or shared with others.

- When you email any representative from the Education Studies department, remember that you are emailing a professional. Look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and to end by signing your name. Make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. You should expect a response within 48 hours of sending your email. If you do not receive an answer in 48 hours (during the week), please re-send the email. The weekend is not a time when emails are checked regularly, and instructors may not check email outside of normal working hours. If you email Friday night, you may not receive a response until Monday. Check your email daily so you do not miss course information and announcements.

**Professionalism and Commitment:** Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending ALL lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).

**Professional Demeanor:** Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting oneself in a professional manner, refraining from activities that may interfere with your professionalism the next day, maintaining a drug free and alcohol-free body, practicing appropriate language, and maintaining confidentiality at all times, including the use of social
Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with students, peers, mentor teachers, and site supervisors. Electronic devices, including cell phones, are not allowed in any mentors’ classrooms without prior approval from the site supervisor.

**Punctuality:** Teacher candidates should arrive to class and field experience locations ten (10) minutes prior to the report time. **To be “on time” is to be late.** Teacher candidates are expected to remain in class setting requirements for the expected time. Candidates may be required to document. Punctuality expectations also apply to virtual observations.

**CONSEQUENCES OF UNPROFESSIONALISM**

A combination of any three behaviors that display a lack of professionalism will result in a 10-point reduction in your overall course grade. The candidate will also be referred to the Program Review Panel, which may result in failure.

- **1st Professionalism Behavior Concern** – Email from course instructor
- **2nd Professionalism Behavior Concern** – Meeting with course instructor
- **3rd Professionalism Behavior Concern** – Referral to Program Review Panel

Examples of behaviors that signify lack of professionalism include/but are not limited to the following: inappropriate dress, tardiness, unexcused absences, late assignments, academic dishonesty, and ongoing submission of incorrect assignments. Note, a combination of three behaviors can come from one professionalism component (i.e., being absent 3 times).

**ATTENDANCE AND PARTICIPATION REQUIREMENTS**

At the beginning of the semester, candidates must complete an assignment that signifies their reading of the course syllabus and participation in the class. For reporting purposes, a student who does not attend class and/or shows participation will be dropped from financial aid for the course.

Regular attendance and participation may affect your final grade in the course. If a student accrues 5 absences, then they will earn an ‘F’ for the course.

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**SECTION V: TENTATIVE COURSE CALENDAR TIMELINE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Module Contents &amp; Assignments</th>
<th>DUE by 11:59 pm on:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Course Introduction</strong></td>
<td><strong>Saturday Jan. 20</strong></td>
</tr>
<tr>
<td>Jan. 18-20</td>
<td>Required Reading:</td>
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<tr>
<td></td>
<td><em>Course Introduction</em> module</td>
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<td></td>
<td>Assignment(s) Due This Week:</td>
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<tr>
<td></td>
<td><em>Syllabus Survey</em></td>
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<td></td>
<td><em>Introduce Yourself FlipGrid (Bonus)</em></td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>Reading Skills and Research</strong></td>
<td><strong>Saturday Jan. 27</strong></td>
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<tr>
<td>Jan. 21-27</td>
<td>Required Reading:</td>
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<tr>
<td></td>
<td><em>Module 1 – Building Blocks</em></td>
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<tr>
<td></td>
<td><em>Module 2 – Reading Skills and Research</em></td>
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<td></td>
<td>Assignment(s) Due This Week:</td>
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<tr>
<td></td>
<td><em>In Class: DFI Pre Test</em></td>
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<td></td>
<td><em>Quiz – Phonemic Awareness</em></td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>Approaches</strong></td>
<td><strong>Saturday Feb 3</strong></td>
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<tr>
<td>Jan. 28-Feb 3</td>
<td>Required Reading:</td>
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<tr>
<td></td>
<td><em>Module 3 – Approaches</em></td>
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<tr>
<td></td>
<td><em>Making Sense of Phonics – Chapters 1-3 (p. 1-38)</em></td>
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<td></td>
<td>Assignment(s) Due This Week:</td>
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<tr>
<td></td>
<td><em>DFI Module 1: Part 1 - Foundations</em></td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
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</tbody>
</table>
| Week 4 | Feb. 4-10 | Levels and Stages | • Module 4 – Levels and Stages  
• Module 5 – Writing Supports Reading | • DFI Module 1: Part 2 - Elements | Saturday  
Feb. 10 |
| Week 5 | Feb. 11-17 | Quick Word ID, PAC, & Books | • Module 6 – Quick Word ID, PAC, & Books | • Quiz – Primary Areas of Concern | Saturday  
Feb. 17 |
| Week 6 | Feb. 18-24 | Phonics | • Module 7 – Phonics  
• Making Sense of Phonics – Chapter 4 (p.39-52) | • Quiz – Phonics  
• DFI Module 2: Part 1 - Syllabication | Saturday  
Feb. 24 |
| Week 7 | Feb. 25-Mar 2 | Fluency Building | • Module 8 – Fluency Building | • Quiz – Fluency  
• Dropbox – Fluency Q&A | Saturday  
Mar. 2 |
| Week 8 | Mar. 3-9 | Midterm | • Review all previous content modules  
• Midterm Review in class Tuesday | | Thursday  
Mar. 7 |
| Week 9 | Mar. 10-16 | SPRING BREAK | | | |
| Week 10 | Mar. 17-23 | Teaching Strategies & Morphology | • Module 9 – Teaching Strategies | • DFI Module 2: Part 2 - Morphology | Saturday  
Mar. 23 |
| Week 11 | Mar. 24-30 | Differentiating Instruction | • Module 10 – Assessment  
• Module 11 – Differentiating Instruction | • Quiz – Dyslexia  
• Quiz - ESL | Saturday  
Mar. 30 |
| Week 12 | | Spelling and Word Study | | | Saturday |
### REQUIRED READING
  - You may order books at the [SFA online book store](#) or other. USED should be fine.

- **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), and Chap 8 (ELL support) are optional and recommended reading.

### READING ASSIGNMENTS

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Apr. 7-13</th>
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<tbody>
<tr>
<td><strong>Analyzing Student Errors</strong></td>
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<tr>
<td><strong>Required Reading:</strong></td>
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<tr>
<td>- <em>Making Sense of Phonics</em> – Chapter 8 (p.90-99)</td>
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<tr>
<td><strong>Assignment(s) Due This Week:</strong></td>
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<tr>
<td>- <em>DFI Module 3 – Student Errors</em></td>
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<tr>
<th>Week 14</th>
<th>Apr. 14-20</th>
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<tbody>
<tr>
<td><strong>Syllabication Analysis</strong></td>
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<tr>
<td><strong>Required Reading:</strong></td>
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<tr>
<td>- <em>Making Sense of Phonics</em> – Chapter 9 &amp; 10 (p.100-121)</td>
<td></td>
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<tr>
<td><strong>Assignment(s) Due This Week:</strong></td>
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<tr>
<td>- <em>DFI Module 4 – Syllabication Analysis</em></td>
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<thead>
<tr>
<th>Week 15</th>
<th>Apr. 21-27</th>
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<tbody>
<tr>
<td><strong>Reading Assessment</strong></td>
<td></td>
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<tr>
<td><strong>Required Reading:</strong></td>
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<tr>
<td>- Module 13 – Running Records</td>
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<tr>
<td><strong>Assignment(s) Due This Week:</strong></td>
<td></td>
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<tr>
<td>- Dropbox: Running Record and Analysis</td>
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<tr>
<th>Week 16</th>
<th>Apr. 28-May 4</th>
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<tbody>
<tr>
<td><strong>Course Wrap Up</strong></td>
<td></td>
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<tr>
<td><strong>Required Reading:</strong></td>
<td></td>
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<tr>
<td>- Review course modules and final exam essay prep</td>
<td></td>
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<tr>
<td><strong>Assignment(s) Due This Week:</strong></td>
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</tr>
<tr>
<td>- <em>DFI Module 4 – Syllabication Analysis</em></td>
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<thead>
<tr>
<th>Week 17</th>
<th>May 5-11</th>
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<tbody>
<tr>
<td><strong>Final Assignments / Finals Week</strong></td>
<td></td>
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<tr>
<td><strong>Required Reading:</strong></td>
<td></td>
</tr>
<tr>
<td>- Review course modules and final exam prep</td>
<td></td>
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<tr>
<td><strong>Assignment(s) Due This Week:</strong></td>
<td></td>
</tr>
<tr>
<td>- <em>DFI Module 4 – Syllabication Analysis</em></td>
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### SECTION VI: ADDITIONAL RESOURCES TO SUPPORT LEARNING

**READINGS and COURSE REFERENCES**

**REQUIRED**
  - You may order books at the [SFA online book store](#) or other. USED should be 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), and Chap 8 (ELL support) are optional and recommended reading.
**Put Reading First: Kindergarten Through Grade 2.** National Institute for Literacy: The Partnership for Reading (3rd Edition). [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.

<table>
<thead>
<tr>
<th>STR / SOR Helpful Quick Reads for the “science of teaching reading”</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIDEO — What Teachers Should Know about the Science of Teaching Reading (2019) <a href="https://www.youtube.com/watch?v=1HGS9EGOHgU">https://www.youtube.com/watch?v=1HGS9EGOHgU</a></td>
</tr>
<tr>
<td>Webinar – The Magic is in the Instruction: The Science of Reading joins the Science of Instruction (Anita Archer, 2023) <a href="https://www.youtube.com/watch?v=XysGOJmXzQ0&amp;t=74s">https://www.youtube.com/watch?v=XysGOJmXzQ0&amp;t=74s</a></td>
</tr>
<tr>
<td>Webinar – The Science of Reading Comprehension: Effective Reading Comprehension Instruction (Vaughn 2023) <a href="https://www.youtube.com/watch?v=s1LHkGXfRdw&amp;list=RDLVs1LHkGXfRdw&amp;start_radio=1&amp;rv=s1LHkGXfRdw&amp;t=0">https://www.youtube.com/watch?v=s1LHkGXfRdw&amp;list=RDLVs1LHkGXfRdw&amp;start_radio=1&amp;rv=s1LHkGXfRdw&amp;t=0</a></td>
</tr>
<tr>
<td>Getting Reading Right (2019) <a href="https://www.edweek.org/teaching-learning/getting-reading-right">https://www.edweek.org/teaching-learning/getting-reading-right</a></td>
</tr>
</tbody>
</table>

**GOOD BOOK for summarizing the science of reading:**


**GOOD BOOKS 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-qNpFtcynI](https://www.youtube.com/watch?v=i-qNpFtcynI)


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


NCTQ – The Four Pillars p. 1, 3, 7-9 [https://www.nctq.org/dmsView/the_four_pillars_to_reading_success](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
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.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

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 submission of completed DFI assignments are expected. Based on university policy, failure of students to adhere to attendance 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 or 1004 (TDD) 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

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.

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/.

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.

COURSE ALIGNMENT ) Section II cont.)


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](https://www.tx.nesinc.com/content/docs/TX293_SciOfTeachingReading_PreManual.pdf)

**STR - Knowledge**

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**

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 Instruction (familial, 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)

### Student Learning Outcomes (SLO) Assessments/Assignment Description

<table>
<thead>
<tr>
<th>General Standards</th>
<th>Point Value</th>
<th>From</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELAR, TC (TS), PPR, STR</td>
<td>400</td>
<td>1,000</td>
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#### SLO 1.1 TC understand that literacy develops over time and progresses from emergent to proficient stages.

**EXAMS**

**Midterm (100 pts)** covers half of the course, mainly the foundational skills and ‘the big 5.’

**Final Exam is a 2-PART m/c and essay exam.**

It is comprehensive and covers all we have been learning (200 points for the m/c exam given in class) PLUS it includes an ESSAY exam (100 points, given online) on “how to teach a child to read” using the “science of teaching reading” plus how to support dyslexic and ELL 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.

**EXAM.** 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 (TS2Bii / TS2Ci) 1.3s (TS1Cii) 1.9s (TS1iii) 1.15s 1.19s (TS1Bii) 1.28s (TS2Aii / TS2Ci TS5Cii)/1.16s (TS1Cii) / 1.4s 1.11s (TS3Bii) 1.21s (TS1Cii) / EP - 1.11k (TS3Aii) 1.7k(TS3Ci) 1.6s (TS3Bii) 1.3s (TS1Bii) 1.4s / 1.1s (TS1Aii) / Dyslexia IDA 1.1 - 5, D, E

**EXAMS:** QUIZZES/MIDTERM & FINAL - Standards: ELAR: EC6(4-8) 1.1k (1.1k) 2.1k 2.2k (2.1k) 2.3k 2.2s 2.3s 3.3k 4.9k (2.1k) 5.1k (3.1k) (4-8 / 2.2s) E PR (TS) 1.28s (TS2Aii / TS5Cii TS5Cii) / Dyslexia QUIZ (4-8 / 3.4k) E PR (TS) 1.11k (TS3Aii) 1.21k 1.24k 1.24s ESL QUIZ: EC-6 (4-8) 3.3k (2.3k) / E PR (TS) 1.11k (TS3Aii) / 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

- 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
### 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.

**Assignments** supporting this SLO:
- Final Exam includes m/c and part essay.
- Spelling Inventory and Word Building Lesson Plan.
- Quiz on PAC/Simple View of Reading.

**Standards:** 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 – 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 1.2 – TC understand how oral language develops and is used to communicate with others

**Assignments** supporting this SLO include:
- Midterm
- Final Exam which is m/c and part essay
- Quiz on PAC/Simple View of Reading
- Quiz on ESL

**Standards:** 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.

**Assignments** supporting this SLO include:
- Midterm
- Final Exam which is m/c and part essay
- Quiz on Phonemic Awareness
- Quiz, PAC/Simple View of Reading
- Quiz, ESL

**Standards:** 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 Assignment discontinued to add DFI modules.**

**DFI Module and Exit Ticket – Module 1 part 1 Foundations**

Foundational skills are:
- Building blocks of early reading and writing
- Foundation and prerequisite for higher level language arts
- Skills to prioritize in daily lessons systematically
- Enablers of equity
- Able to be differentiated for a variety of students including English Language Learners, Dyslexic Learners, and students with unfinished learning. Includes PAC / Simple View of Reading.

**SLO Standards** 1.4, 1.5, 4.3

Standards: ELAR: EC6 2.5s 1.8s (1.12s), 2.4s; Dyslexia IDA Sect. 1 A,B,C1; E PR (TS): 1.11k (TS3Aii) 1.7s (TS1Aii); and Tech EP 2.4k (ISTE 3a,3b,3c), 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d).

Coverage, STR standards → STR 1,3 STR Pedagogy 1,2,3,4

**Standards:** ELAR: EC6 2.5s 1.8s (1.12s), 2.4s; Dyslexia IDA Sect. 1 A,B,C1; E PR (TS): 1.11k (TS3Aii) 1.7s (TS1Aii); and Tech EP 2.4k (ISTE 3a,3b,3c), 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d).

Coverage, STR standards → STR 1,3 STR Pedagogy 1,2,3,4
Other assignments that support this SLO include: MIdterm and Final Exam which includes m/c and part essay Spelling Inventory and Word Building Lesson Plan Quiz on Phonemic Awareness PAC quiz (simple view of reading)

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 1.1.a, 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

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 (TS3Bi), 1.24s, 1.28s (TS2Ai / TS5Ci) 3.1s, 3.2s – 3.3s (2.1s) 5.4k (3.6k) 5.7k (3.10k) 5.9k (3.9k) 5.1s (3.3s) 1.6k (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 (TS1Ai), 1.14k, 1.16k, 1.19k, 1.21k, 1.25k, 1.26k (TS5Ai, 1.1s (TS1Bi), 1.2s (TS2Bi / TS2Ci), 1.3s (TS1Ci), 1.4s, 1.6s (TS3Bi), 1.7s (TS1Ai, 1.8s (TS3Bi), 1.9s (TS1Ai), 1.11s (TS3Bi), 1.13s, 1.14s (TS2Bi), 1.15s, 1.16s (TS1Ci), 1.19s (TS1Bi), 1.20s (TS1Bi), 1.21s (TS1Ci), 1.29s (TS1Fii / TS5i / TS5d)

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 (TS1Ai), 1.14 (TS1Dii), 1.16, 1.19, 1.21, 1.24, 1.25, 1.26 (TS5Ai) All Lesson Plans address these Skills(S): 1.1(TS1Bi), 1.2(TS2Bi / TS2Ci), 1.3(TS1Ci), 1.4, 1.6(TS3Bi), 1.7(TS1Ai), 1.8(TS3Bi), 1.9(TS1Ai), 1.11 (TS3Bi), 1.12, 1.13, 1.14(TS2Bi), 1.15, 1.16(TS1Ci), 1.19(TS1Bi), 1.20(TS1Bi), 1.21(TS1Ci), 1.24, 1.28(TS2Ai / TS5C / TS5Ci), 1.16, 1.19, 1.21, 1.24, 1.28 (TS2Ai/TS5Ci/TS5Ci), 1.29 (TS1Fii / TS5Bi / TS5d)

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, 3.16k, 3.18m, 3.18s, 3.11s, 3.12s, 3.13s, 3.19s, 3.20s

ELAR II Paw; ELAR III Phon; ELAR IV Levels; ELAR V WdID ELAR VI Flucy; ELAR VIII Wtg ELAR IX spellg; ELAR X Assmnt TC 1 – LPlan; TC 2 – Outcome; TC 3 – content TC 5 – data; TC 6 – Prof’l PPR 1 – L Plan; PPR 3- Outcome; STR 1,3,4 STR Pedagogy 1,2,3,4

ELAR writing intro: 1.11k Assist students in distinguishing letter forms from other forms; 8.6k the dev of writing in relation to other ELAR 8.4s instruction in various stages of writing
## DFI Module and Exit Ticket – Module 1 part 2 Elements of Foundational Skills
Print concepts are individual skills that help students access written texts and include the following: ● Letter recognition ● Page-by-page reading ● Word tracking and One-to-one correspondence ● Return sweep Phonological awareness is a broad umbrella term for work that is focused on manipulating sounds in oral language. Phonics instruction consists of learning the relationship between particular sounds and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Fluency consists of 3 main elements: reading accurately, at an appropriate rate, and with expression.

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:
Midterm
Final Exam includes m/c and part essay
Quiz on Phonics

### SLO 1.6 - TC understand the essential components of fluency.
Assignment: 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.

Other assignments supporting this SLO:
Midterm
Final Exam includes m/c and part essay
Quiz on Phonics

### SLO 1.7 – TC understand and can support the development of word identification skills and reading vocabulary.
Assignment(s) supporting this SLO:
Final Exam includes m/c and part essay
Spelling Inventory and Word Building Lesson Plan
Quiz on Fluency

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

ELAR 1 lang; ELAR II Paw
ELAR III Phon; ELAR IV Levels
ELAR V WdID; ELAR VI Flucy
<table>
<thead>
<tr>
<th>SLO 1.8 – TC understand the essential components of comprehension.</th>
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<tbody>
<tr>
<td><strong>Quizzes</strong>. 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 &amp; Classroom Video Teaching Strategies, PAC/Simple View of Reading, ESL Quiz, Dyslexia Quiz 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</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Other assignments covering this SLO:</th>
</tr>
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<tbody>
<tr>
<td>Midterm Final Exam includes m/c and part essay Spelling Inventory and Word Building Lesson Plan. Quiz on PAC/Simple View of Reading</td>
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<table>
<thead>
<tr>
<th>DFI Module and Exit Ticket – Module 2 part 2 Content Knowledge: Morphology</th>
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</thead>
<tbody>
<tr>
<td>Morphemic analysis is the analysis of meaningful units of language and how they are combined in word formation. These skills empower our students with strategies to break down unfamiliar multisyllabic words AND to infer the word’s meaning. If students do not have morphemic analysis skills, they may struggle with reading fluency and inferring the meaning of words in complex texts. Student needs related to morphemic analysis fall into two categories: decoding or encoding. Identifying student needs/challenges is an important step which allows teachers to prescribe the intervention activities that appropriately meet the needs of each student.</td>
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<table>
<thead>
<tr>
<th>SLO 1.9 – TC know a variety of contexts to support the development of young students’ listening and speaking skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignments</strong> supporting this SLO:</td>
</tr>
<tr>
<td>Midterm Final Exam includes m/c and part essay Quiz on Phonemic Awareness, and ESL</td>
</tr>
</tbody>
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<thead>
<tr>
<th>ESL SLO 1.10 – TC understand the importance of English language</th>
</tr>
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<tbody>
<tr>
<td><strong>Assignments</strong> supporting this SLO:</td>
</tr>
<tr>
<td>Final Exam includes m/c and part essay</td>
</tr>
<tr>
<td>Instruction that builds on the first language through listening, speaking, reading and writing processes.</td>
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<tr>
<td><strong>ESL SLO 1.11</strong> – TC understand factors that contribute to language development in multilingual learning environments.</td>
</tr>
<tr>
<td><strong>ESL SLO 1.12</strong> – TC understand the importance of developing CALP fluency in all language domains (listening, speaking, reading, writing).</td>
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**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)

<table>
<thead>
<tr>
<th><strong>STUDENT LEARNING OUTCOMES</strong></th>
<th><strong>ASSESSMENTS/ASSIGNMENT DESCRIPTION</strong></th>
<th><strong>General STANDARDS</strong></th>
<th><strong>POINTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 2.1 – TC understand a variety of reading methods including: read aloud, shared reading, guided reading, interactive writing, and word building (Beck).</td>
<td>➔ Guided Reading Super Kids Lesson Plan Assignment discontinued to add DFI modules. <strong>Assignments</strong> covering this SLO: 2-part Final Exam includes m/c and part essay Spelling Inventory and Word Building Lesson Plan DFI Module and Exit Ticket – Module 3, Pedagogy and Student Errors An effective curriculum and routine matters because students need a learning experience that will be supportive to accessing the complexities of language and literacy. In this module is an approach to foundational skills curriculum and routine that is gleaned from experts in the field and research-based strategies to support literacy access for every student. The four criteria for effective foundational skills instruction are: systematic and cumulative, direct and explicit, multi-sensory, and diagnostic and prescriptive.</td>
<td><strong>ELAR II Pàw; 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 – ProFl PPR 1 – L Plan; PPR 3-Outcome; STR 2,3,4,5,6,7 STR Pedagogy 1,2,3,4</strong></td>
<td>25</td>
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</table>
The general parts and sequence of a foundation skills lesson are:

- State the goal of the lesson
- Review previously learned material
- Phoneme awareness
- Introduce, explain new reading/spelling pattern (I do)
- Give guided practice (we do)
- Provide monitored, independent practice opportunities (you do)
- Spell and write
- Decodable text reading.

A quality open-source curriculum should include: tools and resources for planning and execution, lesson planning materials, and assessment materials.

In Module 3 Part 1, we reviewed being diagnostic and prescriptive as a key criteria for a quality foundational skills lesson. Part of being diagnostic and prescriptive, is understanding the different types of errors students make and being able to respond with appropriate interventions. To address student errors, we need to have an idea of what skill students are attempting, as well as what skills come before and after.

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

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 (TS3Bii) 1.7s (TS1Ai) 1.9s (TS1Aiii) 1.11s (TS3Biii) 1.13s 1.14s (TS2Bi) 1.15s

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

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

**Assignments** supporting this SLO
Final Exam includes m/c and part essay
Spelling Inventory and Word Building Lesson Plan

**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 individual learners. 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)
<table>
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<tr>
<th>STUDENT LEARNING OUTCOMES</th>
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<th>General STANDARDS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| **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. | Assignments supporting this SLO  
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 Comp; ELAR VIII 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. | **25** |
| **SLO 3.2** – TC understand essential components of a direct model lesson plan and how to support guided reading and word building lesson incorporating scaffolding, TEKS, and ELP. | Assignments supporting this SLO  
Final Exam includes m/c and part essay  
Spelling Inventory and Word Building Lesson Plan | ELAR I 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. | ➔ CBM assignment discontinued to add DFI modules.  
Assignments supporting this SLO:  
Final Exam includes m/c and part essay  
Spelling Inventory and Word Building Lesson Plan | DFI Module and Exit Ticket – Module 4, Syllabication Lesson Analysis  
There are eight components of an effective foundational skills lesson:  
● State the Goal of the Lesson  
● Review Previously Learned Material  
● Phoneme Awareness  
● Introduce, Explain New Reading/Spelling Pattern (I do)  
● Give Guided Practice (We do)  
● Provide Monitored, Independent Practice Opportunities (You do)  
● Spell and Write  
● Decodable Text Reading  
In responding to student errors, teacher candidates can use the 4 steps to error correction and the sequencing skills.  
SLO Standards 1.5, 1.6, 1.7, 2.1, 2.2, 3.2.3b, 4.2, 4.3  
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 (TS2Cii) 1.3k (TS2Ci) 1.13k (TS1Aii) 1.14k 1.16k 1.24k 1.25k 1.7s (TS1Ai) 1.24s 1.28s (TS2Aii / TS5Ci 1.29s (TS1Fiii / TS5Dii) and Tech EP 4.1k (ISTE 1b), 4.2k (ISTE 2d,3d).  
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 |
| SLO 3.2.3c – TC plan instruction including goals, materials, learning activities and assessments. | Assignments supporting this SLO:  
Final Exam includes m/c and part essay  
Spelling Inventory and Word Building Lesson Plan | ELAR I lang; ELAR III Phon  
ELAR IV Levels; ELAR V WdID  
ELAR VI Flu; ELAR VII Comp  
ELAR VIII Wt; ELAR IX spellg  
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 3,4,5,6,7; STR Pedagogy 1,2,3,4 |
|---|---|---|
| SLO 3.2.3d – TC differentiate instructional plans to meet the needs of diverse students. | Assignments supporting this SLO:  
Final Exam includes m/c and part essay  
Spelling Inventory and Word Building Lesson Plan | ELAR I lang; ELAR III Phon; ELAR IV Levels  
ELAR V WdID; ELAR VI Flu; ELAR VII Comp; ELAR VIII Wt; ELAR IX spellg  
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 4,5,6,7  
STR Pedagogy 1,2,3,4 |
| SLO 3.2.3f – TC explicitly support engagement in learning through evidence-based practices. | Assignments supporting this SLO:  
Final Exam includes m/c and part essay  
Spelling Inventory and Word Building Lesson Plan | ELAR I lang; ELAR II Paw  
ELAR III Phon; ELAR IV Levels  
ELAR V WdID; ELAR VI Flu; ELAR VII Comp; ELAR VIII Wt; ELAR IX spellg  
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 4,5,6,7  
STR Pedagogy 1,2,3,4 |

**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)
<table>
<thead>
<tr>
<th><strong>STUDENT LEARNING OUTCOMES</strong></th>
<th><strong>ASSESSMENTS/ASSIGNMENT DESCRIPTION</strong></th>
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<th><strong>POUNTS</strong></th>
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<tbody>
<tr>
<td><strong>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.</strong></td>
<td><strong>Reading Assessment &amp; Analysis.</strong> 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.</td>
<td>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</td>
<td>50</td>
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| **SLO 4.1.4a – TC use a variety of instructional practices that support learning for every child.** | ➔ Parent Newsletter discontinued to add DFI modules. | 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 – L Plan, TC 2 – Outcome, TC 3 – content, TC 5 – data, TC 6 – Prof'l, PPR 1 – L Plan, PPR 3-Outcome | |

| **SLO Standards 1.2, 1.4, 1.5, 1.6, 1.7, 2.1** | **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 3,4,5,6,7 STR Pedagogy 1,2,3,4 | |

| **Assignments supporting this SLO include:** | **Exams, Quizzes** | | |
| **Spelling Inventory and Word Building Lesson Plan** | **DFI Module and Exit Ticket – Module 3, Pedagogy and Student Errors** | | |
| SLO 4.1.4b – TC teach a cohesive sequence of lessons to ensure sequential and appropriate learning | Assignments supporting this SLO:  
Final Exam  
Spelling Inventory and Word Building Lesson Plan. | ELAR 1 lang; ELAR III Phon  
ELAR IV Levels; ELAR V WdID  
ELAR VI Flu; ELAR VII Comp  
ELAR VIII Wtg  
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. | Assignments supporting this SLO:  
Final Exam  
Spelling Inventory and Word Building Lesson Plan | ELAR 1 lang; ELAR III Phon  
ELAR IV Levels; ELAR V WdID  
ELAR VI Flu; 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 Reell) and are able to use a variety of literacy strategies to plan and implement instruction for young students based on assessment. | Assignments supporting this SLO:  
Final Exam  
Spelling Inventory and Word Building Lesson Plan  
Fluency Q+A / A Focus on Fluency | ELAR 1 lang; ELAR II Paw  
ELAR III Phon; ELAR IV Levels  
ELAR V WdID; ELAR VI Flu  
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. | Assignments supporting this SLO:  
Final Exams, both Essay and M/C Quiz on Dyslexia  
Fluency Q+A / A Focus on Fluency | ELAR 1 lang; ELAR II Paw; ELAR III Phon; ELAR IV Levels  
ELAR V WdID; ELAR VI Flu  
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 |
| Participation Grade includes attendance and classroom participation and discussion. This and all assignments will be discussed in class. | | 100 |