ECE 358.01W   Language Acquisition Development in ECE
QEP COURSE SYLLABUS: Spring 2023

INSTRUCTOR INFORMATION

Instructor: Melanie Loewenstein, Ph.D
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Preferred Form of Communication: Email
Communication Response Time: 1 to 2 days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Otto B. (2018). *Language Development in Early Childhood Education* (5th ed.). NY:
Pearson.
ISBN-13: 978-0134552620
ISBN-10: 0134552628

Important Dates:

Academic Calendar 2022-2023
https://inside.tamuc.edu/admissions/registrar/documents/2223%20Academic%20Calendar.pdf

Course Description

The *syllabus/schedule are subject to change.*

This course explores the first and second language acquisition and development of children from birth to sixth grade. Students will examine the components of oral, written and academic language that benefit from and promote early literacy development. Special emphasis is given to the teacher's role in supporting language development, in planning developmentally and culturally appropriate learning experiences and in partnering with parents to foster language and early literacy development. This course will address essential topics such as phonological awareness, authentic language assessment, data driven instruction and intervention, concepts of print, emergent writing development, and alphabetic principle.

Student Learning Outcomes

1. *Demonstrate* **knowledge of English language proficiency levels (ELPS Standards) and concepts related to second language acquisition.**

2. *Learn* **and** *apply* **strategies for working with culturally and linguistically diverse families**.

3. *Demonstrate* **knowledge of culturally responsive classroom experiences that recognize and build on students' home language differences and distinctions.**

4. *Demonstrate* **knowledge of emergent print awareness, emergent writing concepts and the instructional strategies that support them.**

5. *Demonstrate* **knowledge of creating interactive and supportive oral language building learning experiences for young children.**

6. *Demonstrate* **knowledge of phonological awareness concepts, the sequential levels of phonological awareness and various phonological awareness activities that support early literacy development.**

7. *Administer* **a phonological awareness assessment, analyze, interpret and create a data driven learning experience for young children.**

8. *Analyze* **phonological awareness class data and create differentiated group learning experiences based on the data.**

9. *Understand* **components of academic language and** *demonstrate* **knowledge of creating interactive and supportive academic language building learning experiences for young children.**

10. *Demonstrate* **knowledge of oral and academic sentence structures and** *administer* **and/or** *interpret* **the results of sentence structure assessments.**

Global Learning Course

This is a **Global Learning Course** aligned with the Quality Enhancement Plan (QEP) to *prepare students for an interconnected world*. In this course, we address QEP Learning Outcome #2: "Students will be able to apply knowledge of the interconnectedness of global dynamics."
QEP 1. explore first- and second-language acquisition theories
QEP 2. trace first- and second-language development in young children

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QEP 3. examine the research related to first- and second-language development and education

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students will be required to use the current learning management system, Microsoft Word, PowerPoint, presentation and graphics programs, research databases, YouTube videos and Web browsing skills while completing this course.

Instructional Methods

This course is made up of a series of interactive learning experiences which include class discussions, lectures, individual and small group projects and presentations, administering and analyzing assessments, and completing online quizzes created from the course textbook.

Student Responsibilities or Tips for Success in the Course

1. Students should regularly attend class meetings and actively participate in class discussions.

2. Students should stay current in weekly readings and review any online announcements and posted instructional powerpoints located within D2L.

3. **_All_** assignments must be typed and submitted using *Word* or *PDF* unless directed otherwise by the instructor. DO NOT Submit anything using the Pages (Mac) Application.

4. Assignments should be thoughtfully crafted and be constructed using college level academic writing.

5. Lack of preparation, participation, and/or professionalism (please see the Code of Student Conduct in the Texas A&M University-Commerce Student Guidebook) may result in removal from class or lowering of your final grade. Academic honesty and integrity are required.

6. Students should contact the instructor if they require support, clarification, or assistance in understanding concepts or in completing assignments.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

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Assignments will be weighted using the following scale in determining the final grade.

Major Assignments	50%
Chapter Quizzes	30%
Mock STR Course Exam	20%
TOTAL	100%

Assignment Descriptions

1. **Multiple Choice Quizzes.** Complete multiple-choice chapter assessments through D2L. (12 Quizzes)

2. **Discussion Group Introductions & Video Reflections.** Students will introduce themselves to the class and discuss the nature of Language.

3. **Differentiating Across ELL Language Proficiency Levels & Observing Oral Language Using the PLDS**. Students will learn characteristics of the language proficiency levels of emerging bilinguals as described in the ELPS and differentiate a lesson based on those levels. Finally, students will also observe and analyze select emerging bilingual oral language samples through the lenses of the oral and speaking ELPS language domains.

4. **Supporting Developmental Oral Language Function-Content Area Thematic Unit Assignment and Dialogic Reading With Pre-K Students**. Students will create a series of *multimodal* learning experiences within a thematic unit. These learning experiences are designed to encourage and build on students' beginning oral language development based on Halliday's oral language functions theory. Students will also plan a dialogic reading language experience with a child and video themselves engaging in Dialogic Reading. Students will reflect on the experience.

5. **Phonological Awareness Continuum Activities/Lessons**. Students will use knowledge of the PA Continuum to create appropriate learning experiences at each phonological awareness level.

6. **Administering and Reflecting on Phonological Awareness Student Data (PreK-2 Student Mini-Case Study) (2-3 pages).** Students will choose two language tests to administer: Phonological Awareness; Concepts About Print; and/or Record of Oral Language (ROL). Students will analyze and interpret data using it to determine appropriate learning experiences. Students will reflect on what they have learned about the child receiving the assessment.

7. **STR Mini-Mock Exam**. In this final assignment, students will take a multiple choice exam covering the essential topics addressed across the units. Students will

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demonstrate their understanding of the topics or concepts by answering scenario based questions similar to those on the Science of Teaching Reading Certification

Pedagogy and Professional Responsibilities Standards:

Standard I. Domain I.

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);

1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;

1.10k how lesson content and skills connect with other disciplines and within the discipline;

1.11k current research on best pedagogical practices.

1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;

1.13k the importance of developing instructional goals and objectives that can be assessed

1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and

1.15k the importance of aligning instructional goals with campus and district goals.

1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;

1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;

1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.

1.25k the role of assessment in guiding instructional planning;

1.26k the importance of creating assessments that are congruent with instructional goals and objectives;

1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and

1.31k how to analyze data from local, state, and other assessments using common statistical measures.

1.4s plan instruction that motivates students to want to learn and achieve; and

1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.

1.7s exhibit appropriate knowledge of a subject to promote student learning;

1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;

1.9s plan instruction that reflects an understanding of important prerequisites relationships;

1.11s use a variety of pedagogical techniques to convey information and teach skills.

1.16s use various types of materials and other resources to aid in preparing and   implementing instruction;

1.17s use technological tools to promote learning and expand instructional options; and

1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities

1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;

1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;

1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and

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1.23s provide students with opportunities to explore content from many perspectives.

Unit 1: Language Foundations & Diversity

- **Discussion Group Introductions and Video Reflections**

- **Differentiating Across ELL Language Proficiency Levels Assignment**
  (Beginning, Intermediate, Advanced, High Advanced)

- **Culturally & Linguistically Diverse Families: Encouraging Home -School Connections Assignment** (Small Group Presentation)

Chapter Quizzes: Ch. 1, Ch. 3, Ch. 14

Course Student Learning Outcomes (SLOs) *Students will….*	ECE-3 Testing Framework	Science of Teaching Reading	Technology Standards
Demonstrate **knowledge of English language proficiency levels (ELPS Standards) and concepts related to second language acquisition.** *Learn* and *apply* **strategies for working with culturally and linguistically diverse families**. *Demonstrate* **knowledge of culturally responsive classroom experiences that recognize and build on students' home**	Demonstrate knowledge of strategies and practices that acknowledge and respect diversity (e.g., cultural, economic, linguistic) and support inclusion in order to promote students' overall development and learning, including **understanding of the benefits of primary and secondary** languages and **bilingualism to learning.** Recognize the role **personal bias** plays in potential **learning expectations** for students in order to promote safe, positive, and supportive interactions and learning environments for all students. Demonstrate understanding of the role of language and culture in learning, as well as how to **modify instruction to support language acquisition** to ensure that both language and instruction are accessible across the content areas. Apply knowledge of skills and strategies for working **collaboratively and effectively**	Demonstrate knowledge of the **characteristic features** of the **four English language proficiency levels as described** in the Texas English Language Proficiency Standards (ELPS) (i.e., beginning, intermediate, advanced, and high advanced) in order to plan appropriate language and literacy instruction for English learners. Demonstrate knowledge of culturally responsive instruction, including research-based strategies and best practices **for supporting English learners' oral language,** literacy, and concept development across academic disciplines as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5) (e.g., identifying and aligning relevant language objectives with content-area lessons; using appropriate scaffolds, particularly visual cues, to support understanding). Recognize that a student's **home language or language variety** may not include all the sounds used in standard English and that English learners and speakers of various dialects or regional styles of English may require explicit, linguistically	Teachers know how to… 2.2s participate in electronic communities as a learner, initiator, and contributor; 2.3s employ technological collaboration such as sharing information through online communications to complete tasks; 5.3k how to practice and explain safe and appropriate online behavior, personal security guidelines, digital etiquette, and acceptable use of technology. 5.3s demonstrate proper etiquette and knowledge of acceptable use of electronic information and products while in an individual classroom, a lab, or on the Internet or an intranet; 2.7s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, banners, brochures, or reports, to create effective document files for defined audiences; 1.1k how to use innovative technology and

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language differences and distinctions.	with families, including **families with linguistically and culturally diverse backgrounds,** and of how to build positive relationships by advocating for families and by respecting and valuing families' preferences and goals. *Demonstrate* knowledge of strategies and practices that **acknowledge and respect diversity** (e.g., cultural, economic, linguistic) and support inclusion in order to promote students' overall development and learning, including understanding of the benefits of primary and secondary languages and bilingualism to learning.	appropriate support in order to perceive and manipulate some of the phonemes of standard English. *Demonstrate knowledge of the **interrelationships between oral language and literacy development** and various ways in which **oral language** provides a critical foundation for reading skills and comprehension development, particularly for young children at the emergent and beginning stages of reading development, including factors that affect oral language development (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics).	electronic communication to create new knowledge; 1.3k how to demonstrate creative thinking, construct new knowledge, and develop innovative products and processes that use technology. 1.1s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics; 2.1k how to design and format digital information for appropriate and effective communication; 2.2k how to deliver a product electronically in a variety of media; 2.4s use groupware, collaborative software, and productivity tools to create products; 2.5s use technology in self-directed activities to create products for and share products with defined audiences; 6.21s demonstrate proficiency in the use of multimedia authoring programs by creating linear or nonlinear projects that incorporate text, audio, video, and graphics;

Unit 2: Infant Toddler and Pre-K Language & Emergent Literacy Development

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Major Assignment:

Supporting Developmental Oral Language Functions
Thematic Unit Assignment/Dialogic Reading
Part I & Part II (Incorporate Multimodal Learning Experiences)

Chapter Quizzes: Ch. 6 & 7

Course Student Learning Outcomes (SLOs) Students will….	ECE-3 Testing Framework	Science of Teaching Reading	Technology Standards
Demonstrate **knowledge of emergent print awareness, emergent writing concepts and the instructional strategies that support them.** *Demonstrate* **knowledge of creating interactive and supportive oral language building learning experiences for young children.**	Demonstrate knowledge of the **developmental stages in children's acquisition of writing skills** (e.g., scribbling, mock letters, letter formation, invented spelling) and of different ways that individual students may vary in their rates of acquiring these stages. Apply knowledge of developmentally appropriate strategies for fostering students' **ability to listen and speak f**or various purposes (e.g., expressing needs, interacting with others, responding to experiences, developing concepts). Demonstrate knowledge of strategies and technology for developing and reinforcing young **children's language acquisition** (e.g., oral language, listening comprehension, expressive and receptive vocabulary, pragmatic language skills). Apply knowledge of strategies and activities for infusing opportunities for purposeful, child-oriented, **meaningful language and communication** into all areas of the curriculum (e.g., purposeful conversations, dramatic play, word games, storytelling, songs, poetry, questioning).	Demonstrate knowledge of the continuum of development of knowledge and skills related to **print concepts, alphabet knowledge, and the alphabetic principle** as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5). ***Demonstrate knowledge of the **continuum of oral language development as described in the Texas**Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5), **including basic stages of oral language development;** c**haracteristic features of children's oral language** at different **stages of development;** and the importance of providing young children with frequent, repeated, incremental exposures to and opportunities to use new academic language structures in meaningful contexts, including providing opportunities for low-risk oral language rehearsal. Demonstrate ability to accurately interpret the results of ongoing assessments in print concepts, alphabet knowledge, and the alphabetic principle, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in print concepts and alphabet knowledge, including their understanding of the alphabetic principle.	2.9s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences; and 3.1k how to use strategies for acquiring information from electronic resources in a variety of formats; 6.1k the correct use of hardware components, software programs and various systems and their connections; 6.2k how to use software applications, including selecting and using software for a defined task; 6.1s demonstrate knowledge and appropriate use of operating systems, hardware systems, network systems, virtual systems, learning systems, software applications, and communication and networking components; 7.10s use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;

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Unit 3: Kindergarten Language & Emergent Literacy Development

Phonological Awareness Continuum Activities/Lessons Assignment

Ch. 8, Ch. 9

Course Student Learning Outcomes (SLOs) Students will….	ECE-3 Testing Framework	Science of Teaching Reading	Technology Standards
***Demonstrate* knowledge of phonological awareness concepts, the sequential levels of phonological awareness and various phonological awareness activities that support early literacy development.**	**I**nterpret assessment results to enhance knowledge of students; evaluate and monitor development, learning, and progress; establish goals; and plan, differentiate, and continuously adjust learning activities and environments for individuals and groups. Demonstrate knowledge of a **variety** of types of systematic **observation and documentatio**n (e.g., anecdotal notes, checklists, data collection) and the ability to use **these processes** and procedures to gain insight into students' development, **strengths, needs, and learning.** Demonstrate knowledge of practices and procedures for **effectively planning and managing flexible student groupings,** including pairings, individualized, and small-group instruction, to facilitate learning.	Demonstrate understanding of the **distinctions betwee**n phonological awareness and phonemic awareness and the distinctions between phonemic awareness and the alphabetic principle. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of phonological and phonemic awareness skills. Demonstrate ability to accurately i**nterpret the results of ongoing assessments in phonological and phonemic awareness and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.** Demonstrate knowledge of **research-based strategies and best practices** for promoting young children's development of phonological awareness skills. Demonstrate knowledge of **key concepts related to the development of phonological and phonemic awareness** (e.g., recognizing that young children naturally attend to the meaning of language rather than its sounds and that larger units of sound are easier to detect and manipulate than smaller units of sound). Demonstrate knowledge of the **phonological awareness continuum** as described in the	6.2s manipulate files by using appropriate naming conventions, file management (including folder structures and tagging), file conversions, and emerging digital organizational strategies; 6.6s delineate and make necessary adjustments regarding compatibility issues, including but not limited to digital file formats and cross-platform connectivity; 6.7s use and understand technology terminology appropriate to the task; 6.8s perform basic software application functions, including but not limited to opening an application program and creating, modifying, printing, and saving documents; 6.9s apply techniques and available resources (such as online help and knowledge bases) to troubleshoot minor technical problems with hardware and software; 6.13s demonstrate keyboarding proficiency in technique and posture while building speed and accuracy;

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| | | Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5) and apply knowledge of the phonological awareness continuum in order to plan and **deliver instruction that is systematic and sequential.**

Demonstrate knowledge of research-based strategies and **best practices for differentiating instruction** in phonological and phonemic awareness skills in order to address the assessed needs of **all students.** | |

Unit 4: Primary Language & Early Literacy Development

Pre-K- 1st Grade Student Mini-Case Study

Administering and Reflecting on Phonological Awareness; Concepts About Print (CAP) Or Record of Oral Language (ROL) Student Data Assignment (Choose 2-Assessments)

Chapter Quizzes: Ch. 12, Ch. 13

Course Student Outcomes (SLOs) Students will….	ECE-3 Testing Framework	Science of Teaching Reading	Technology Standards
Understand components of academic language and demonstrate knowledge of creating interactive and supportive academic language building learning experiences for young children. **Demonstrate knowledge of oral and academic sentence structures and administer and/or interpret the results of sentence structure assessments.** *Administer* **a phonological**	Apply knowledge of instructional strategies, materials, and developmentally appropriate activities for teaching students English writing conventions (e.g., grammar, capitalization, punctuation).	Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for **assessing various aspects of students' oral language development,** including their **academic language development** (e.g., knowledge and usage of sentences and grammatical structures of increasing complexity). Demonstrate ability to **accurately interpret the results of ongoing assessments in oral language development,** including sentence and grammatical complexity, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions. Demonstrate knowledge of research-based strategies and best practices for promoting students' understanding and use o**f sentences and**	6.12s use a variety of input and storage devices such as mouse/track pad, keyboard, microphone, digital camera, digital voice recorder, scanner, disk/disc, modem, and controller; 6.15s identify, create, and use files in various appropriate formats such as text, bitmapped/vector and raster graphics, image, video, and audio files;

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		grammatical structures of increasing complexity (e.g., compound sentences, complex sentences, relative clauses).	
awareness assessment, analyze, interpret and create a data driven learning experience for young children. *Analyze* **phonological awareness class data and create differentiated group learning experiences based on the data.**			

Unit 5: Language Assessment, Delays, and Interventions

<mark>*Major Assignment Assignment:*</mark> *Planning A Differentiated Interdisciplinary Learning Segment Assignment (Critical Assignment)*

<mark>*Chapter Quizzes:*</mark> *Ch. 10 & Ch.11*

Course Student Learning Outcomes (SLOs) Students will….	ECE-3 Testing Framework	Science of Teaching Reading	Technology Standards
Understand components of academic language and demonstrate knowledge of creating interactive and supportive academic language building learning experiences for young children. *Demonstrate* **knowledge of culturally responsive classroom experiences that recognize and build on students' home language differences and distinctions.**	Demonstrate knowledge of the continuum of teaching strategies for promoting learning—from child initiated activities to adult-guided instruction; methods to capitalize on incidental and spontaneous opportunities for teaching; and ways to use the environment, daily routines, and interactions to support learning and development (e.g., developmentally appropriate homework practices). .Apply knowledge of strategies and activities for infusing opportunities for purposeful, child-oriented, meaningful language and communication into all areas of the curriculum (e.g., purposeful conversations, dramatic play, word games, storytelling, songs, poetry, questioning). Apply knowledge of developmentally appropriate strategies for fostering students' ability to listen and speak for various purposes (e.g., expressing needs, interacting with others, responding to experiences, developing concepts)..	Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in oral language development, including in sentence and grammatical structures, in order to address the assessed needs of all students. Demonstrate knowledge of the distinctions between various **tiers of vocabulary** (Tier One—everyday, Tier Two—general academic, and Tier Three—discipline-specific) and the importance of explicitly teaching all students new Tier Two and Tier Three words that are key to understanding a new concept or comprehending a new text, while also identifying any relevant Tier One words with which students may be unfamiliar and explicitly teaching these words. Demonstrate knowledge of criteria for selecting words for explicit word study (e.g., a word's utility and frequency within a discipline or across disciplines) and apply knowledge of strategies for providing	6.15s identify, create, and use files in various appropriate formats such as text, bitmapped/vector and raster graphics, image, video, and audio files; 6.21s demonstrate proficiency in the use of multimedia authoring programs by creating linear or nonlinear projects that incorporate text, audio, video, and graphics;

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Demonstrate knowledge of creating interactive and supportive oral language building learning experiences for young children.	Demonstrate knowledge of strategies and technology for developing and reinforcing young children's language acquisition (e.g., oral language, listening comprehension, expressive and receptive vocabulary, pragmatic language skills).	students with multiple opportunities to use new Tier Two and Tier Three words in a variety of settings. ***Demonstrate knowledge of the **continuum of oral language development as described in the Texas** Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5), **including basic stages of oral language development;** c**haracteristic features of children's oral language** at different **stages of development;** and the importance of providing young children with frequent, repeated, incremental exposures to and **opportunities to use new academic language structures** in meaningful contexts, including providing opportunities for low-risk oral language rehearsal.	

A Complete List of Standards below are addressed within <u>learning sessions</u>, the course textbook and other learning resources which are posted within D2L learning modules.

"All teacher candidates should be familiar with the Texas Teacher Standards in Chapter 149 which can be found at <u>https://tea.texas.gov/sites/default/files/ch149aa.pdf</u>*"*

English Language Arts and Reading Generalist EC-6 Standards
<u>https://tea.texas.gov/sites/default/files/EC_6_ELAR_Standard%284%29_0.pdf</u>

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

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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 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.

Texas Pre-Kindergarten Guidelines
https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf

II. Language and Communication Domain
- **A. Listening Communication Domain**
- **B. Speaking and Communication Domain**
- **C. Speech Production Skills**
- **D. Vocabulary**
- **E. Sentences and Structure Skills**

III. Emergent Literacy: Reading Domain
- **B. Phonological Awareness Skills**
- **C. Alphabet Knowledge Skills**
- **D. Comprehension of Text Read Aloud Skills**

IV. Emergent Literacy Writing Domain
- **C. Conventions in Writing**

Science of Teaching Reading Testing Framework Standards

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

A. Demonstrate knowledge of scientifically based reading research (e.g., key findings of the National Reading Panel, the National Early Literacy Panel, the National Literacy Panel for Language Minority Children and Youth), including the key research-based components of reading instruction (i.e., phonemic awareness, phonics, fluency, vocabulary, and text comprehension) and the essential

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roles that oral language, writing, and motivation play in promoting reading development for students in prekindergarten through grade 3.

B. Demonstrate knowledge of the Texas Prekindergarten Guidelines related to reading and the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) (Kindergarten through Grade 6).

F. Demonstrate knowledge of the interrelationships between the various components of reading and the importance of promoting students' development of both foundational reading skills and various dimensions of reading comprehension (e.g., listening comprehension, vocabulary development, literary analysis, analysis of informational text, responses to text) at all stages of reading development.

H. Demonstrate knowledge of key principles of research-based and evidence-based reading instruction, including basing instruction on the standards outlined in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 6); making instructional decisions based on ongoing assessment results; designing and implementing developmentally appropriate, standards-driven instruction that reflects evidence-based best practices; and ensuring that reading instruction is systematic, sequential, explicit, and strategic and promotes the prevention of reading difficulties.

Competency 002 (Foundations of Reading Assessment): Understand foundational concepts, principles, and best practices related to reading assessment.

A. Demonstrate knowledge of the role of assessment in standards-based reading instruction, including basing reading assessment on relevant grade-level standards in the Texas Prekindergarten Guidelines or TEKS for ELAR (Kindergarten through Grade 6), and using data from ongoing reading assessments to inform instruction, to plan differentiated instruction, and to adjust instructional planning and delivery to meet all students' reading needs.

C. Demonstrate understanding of the importance of using both code-based and meaning-based classroom reading assessments to inform instructional planning, and identify techniques for assessing various decoding skills (e.g., using word lists to assess recognition of high-frequency words; using word pattern surveys, pseudo-word assessments, phonics surveys, writing samples, or spelling surveys to assess phonics knowledge and skills; using structural analysis surveys to assess syllabication and morphemic analysis skills) and various dimensions of reading comprehension (e.g., using oral retellings, written responses, or text-based questioning to assess reading comprehension and vocabulary knowledge; using oral language and writing samples to analyze academic language and vocabulary development).

E. Demonstrate knowledge of key assessment concepts (e.g., validity, reliability, equity in testing) and the characteristics, uses, and limitations of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties.

Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to the development of oral language, including second language

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acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade level oral language skills.

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' oral language development, including their academic language development (e.g., knowledge and usage of sentences and grammatical structures of increasing complexity).

B. Demonstrate ability to accurately interpret the results of ongoing assessments in oral language development, including sentence and grammatical complexity, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

C. Demonstrate knowledge of the continuum of oral language development as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 6), including basic stages of oral language development; characteristic features of children's oral language at different stages of development; and the importance of providing students with frequent, repeated, incremental exposures to and opportunities to use new academic language structures in meaningful contexts, including providing opportunities for low-risk oral language rehearsal.

 D. Recognize that individual variations in oral language development occur and that speech or language delays require additional support and monitoring in the early childhood education classroom and may warrant in-depth evaluation and/or collaboration with other professionals, if improvement is not achieved through classroom interventions.

E. Demonstrate knowledge of research-based strategies and best practices for promoting students' understanding and use of sentences and grammatical structures of increasing complexity (e.g., compound sentences, complex sentences, relative clauses).

F. Demonstrate knowledge of research-based strategies and best practices for promoting students' understanding and use of grade-level instructional language, including terminology and sentence structures used to label and describe people, things, places, and locations and to name, describe, and explain actions, directions, positions, sequences, locations, and categories (e.g., colors, shapes, textures).

G. Demonstrate knowledge of the interrelationships between oral language and literacy development and various ways in which oral language provides a critical foundation for reading skills and comprehension development, particularly for young children at the emergent and beginning stages of reading development, including factors that affect oral language development (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics).

H. Demonstrate knowledge of the importance of English learners' home language as an asset that provides an essential foundation for their oral language and literacy development in English, and apply knowledge of research-based strategies and best practices for facilitating language transfer by helping English learners make cross-language connections (e.g., explicitly pointing out words that are cognates in English and the home language, using objects or pictures from students' home cultures to connect new English words with familiar meanings).

I. Demonstrate knowledge of basic concepts related to second-language acquisition as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 6) (e.g., recognizing that general education teachers have a shared responsibility in promoting English learners' English language development, that an English learner's English language proficiency level does not relate to the student's grade level, that beginning-level

The *syllabus/schedule are subject to change.*

English learners may experience a "silent period" during which they are listening actively without producing oral language, that English learners acquire a new language best when they are provided with multiple, incremental opportunities to expand and extend their English language skills as they build on their strengths in the home language).

J. Demonstrate knowledge of the characteristic features of the four English language proficiency levels as described in the Texas English Language Proficiency Standards (ELPS) (i.e., beginning, intermediate, advanced, and high advanced) in order to plan appropriate language and literacy instruction for English learners.

K. Demonstrate knowledge of culturally responsive instruction, including research-based strategies and best practices for supporting English learners' oral language, literacy, and concept development across academic disciplines as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 6) (e.g., identifying and aligning relevant language objectives with content-area lessons; using appropriate scaffolds, particularly visual cues, to support understanding).

L. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in oral language development, including in sentence and grammatical structures, in order to address the assessed needs of all students.

Competency 004 (Phonological and Phonemic Awareness): Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills. For example:

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of phonological and phonemic awareness skills.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonological and phonemic awareness and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

C. Demonstrate knowledge of the role of phonological and phonemic awareness in the development of literacy in an alphabetic language.

D. Demonstrate understanding of the distinctions between phonological awareness and phonemic awareness and the distinctions between phonemic awareness and the alphabetic principle.

E. Demonstrate knowledge of key concepts related to the development of phonological and phonemic awareness (e.g., recognizing that young children naturally attend to the meaning of language rather than its sounds and that larger units of sound are easier to detect and manipulate than smaller units of sound).

F. Demonstrate knowledge of the phonological awareness continuum as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 2) and apply knowledge of the phonological awareness continuum in order to plan and deliver instruction that is systematic and sequential.

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G. Demonstrate knowledge of research-based strategies and best practices for promoting young children's development of phonological awareness skills.

H. Demonstrate knowledge of research-based strategies and best practices for promoting development of phonemic awareness skills, including strategies that help make the concept of phonemes more concrete for young children (e.g., using manipulatives).

I. Recognize that a student's home language or language variety may not include all the sounds used in standard English and that English learners and speakers of various dialects or regional styles of English may require explicit, linguistically appropriate support in order to perceive and manipulate some of the phonemes of standard English.

J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonological and phonemic awareness skills in order to address the assessed needs of all students.

Competency 005 (Print Concepts and Alphabet Knowledge): Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle. For example:

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in print concepts and alphabet knowledge, including their understanding of the alphabetic principle.
B. Demonstrate ability to accurately interpret the results of ongoing assessments in print concepts, alphabet knowledge, and the alphabetic principle, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

D. Demonstrate knowledge of research-based strategies and best practices for promoting young children's development of print concepts (e.g., understanding that illustrations and print carry meaning; distinguishing between illustrations and print and between a letter and a word; identifying key conventions of print that contribute to meaning) and print and digital book-handling skills (e.g., identifying a book's front cover, back cover, and title page; turning pages correctly).

E. Demonstrate understanding of the role of alphabet knowledge in reading development (e.g., recognizing that phonemic awareness and alphabet knowledge are key predictors of early reading success because phonemic awareness skills, letter recognition, and letter-sound correspondence provide the foundation for decoding and spelling development).

F. Demonstrate knowledge of research-based strategies and best practices for promoting young children's development of alphabet knowledge, including strategies for reinforcing alphabet knowledge (e.g., using multimodal techniques).

G. Demonstrate knowledge of the alphabetic principle (i.e., the understanding that letters and combinations of letters represent the sounds of spoken language and that phonemes have a predictable, systematic relationship to those letters and letter combinations) and the role of the alphabetic principle in reading development (e.g., interrelationships between letter-sound correspondence, phonemic awareness, and beginning decoding).

H. Demonstrate knowledge of research-based strategies and best practices for promoting young children's development of the alphabetic principle (e.g., identifying the most common sound or sounds associated with each letter of the

alphabet), including strategies for reinforcing the alphabetic principle (e.g., using articulatory feedback when teaching letter-sound relationships, encouraging engagement in meaningful writing using phonetic spelling).

I. Demonstrate understanding of the role of predictable texts in promoting young children's development of print concepts and alphabet knowledge.

J. Demonstrate understanding that not all written languages are alphabetic, that many alphabetic languages are more phonetically regular than English, and that English learners' literacy development in English is affected by these factors.

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

C. Demonstrate knowledge of the essential role of vocabulary in supporting students' oral language development, reading comprehension, and ability to engage in self-sustained reading, including the interrelationships between vocabulary knowledge, reading achievement, and overall academic achievement.

D. Demonstrate knowledge of the continuum of vocabulary development as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 6), including the importance of providing students with frequent, repeated, incremental exposures to and opportunities to use new vocabulary in meaningful contexts.

F. Demonstrate knowledge of the distinctions between various tiers of vocabulary (Tier One—everyday, Tier Two—general academic, and Tier Three—discipline-specific) and the importance of explicitly teaching all students new Tier Two and Tier Three words that are key to understanding a new concept or comprehending a new text, while also identifying any relevant Tier One words with which students may be unfamiliar and explicitly teaching these words.

Competency 010 (Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts. For example:

C. Demonstrate knowledge of factors affecting reading comprehension (e.g., oral language development, including listening comprehension skills; academic language development, including vocabulary and grammatical knowledge and skills; decoding skills; reading fluency; ability to monitor for understanding; background knowledge relevant to a text's topic or setting; level of English language proficiency; prior literacy experiences with other texts of the same genre or text type; specific text characteristics).

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E. Demonstrate knowledge of the challenges and supports in a text (e.g., pictures, predictability, decodability, text structure) and strategies for evaluating and sequencing texts for reading instruction according to text complexity (e.g., quantitative dimensions, qualitative dimensions, reader and task variables), including strategies that promote students' self-sustained reading of increasingly complex texts and their ability to self-select appropriately complex texts for independent reading, inquiry, and research.

F. Demonstrate knowledge of different levels of comprehension, including literal comprehension skills, inferential comprehension skills, and evaluative comprehension skills

ECE 358 course content is also aligned with the **Texas Essential Knowledge and Skills for Language Arts and Reading for grades EC–6**. The course targets elements of the following strand across the grade levels :

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through **phonological awareness, print concepts,** phonics, and morphology to communicate, decode, and spell. The student is expected to:

Online Course Information

The *syllabus/schedule are subject to change.*

Asynchronous and Synchronous Learning

The majority of the learning will be asynchronous to ensure that students have flexibility in understanding concepts and completing assignments. However, there will be some prescheduled virtual lectures/whole class meetings, cooperative learning experiences and virtual workdays to better assist students in completing major assignments.

Attendance

- Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in online class discussions.

- Excessive absences (less than 3 hours a week logged in to D2L) or 10 days without logging into D2L, may prompt an administrative withdrawal.

Video

- **During virtual learning, turn on your video when possible.** It is helpful to be able to see each other, just as in an in-person class.

- **Exceptions.** If you have limited internet bandwidth or no webcam, it is ok to not use video.
    - If you're unable to find an environment without a lot of visual distractions, it is also ok to turn off your video.

- **Keep it clean.** Don't share anything you wouldn't put up on the projector in class.

Audio
- **Mute your microphone when you are not talking.** This helps eliminate background noise.

- **Use a headset when possible.** If you own headphones with a microphone, please use them. This improves audio quality.

- **Be in a quiet place when possible.** Find a quiet, distraction-free spot to log in. Turn off any music, videos, etc. in the background.

Chat/Discussion/Virtual Breakout Rooms

The *syllabus/schedule are subject to change.*

Stay on topic. Use the chat window for questions and comments that are relevant to class. The chat window is not a place for socializing or posting comments that distract from the course activities. If you fill it up with random comments, I will be unable to sort through the information quickly to address students' real questions/concerns about the course.

Work cooperatively to complete virtual small group and discussion tasks. Be present and purposefully engaged.

No disrespect or hate speech. Just like in our in-person class, respectful behavior is expected. Consider Zoom/YouSeeU a professional environment, and act like you're at a job interview, even when you're typing in the chat or completing a discussion thread.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: https://community.brightspace.com/support/s/contactsupport

Interaction with Instructor Statement

My aim is to be in quick communication with you. I do respond to text and email quickly. If you have not heard from me after two days, email again. You may also visit me during my virtual office hours to discuss any questions, issues, concepts or concerns.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Assignment Policy: All assignments are due on or before the date they are assigned which can be found in the Course Calendar, <u>unless otherwise approved by the instructor</u>. Contact the instructor as soon as possible regarding the need for assignment extensions. Assignments will be submitted through D2L in the appropriate links and **must be** in .doc or .docx format (Word or PDF)**. All assignments that are late will have points deducted, <u>up to</u> 30 pts.** Late means they are not submitted by the calendar/D2L deadline. **Late assignments may not be turned in or submitted more than three days beyond the due date.** You are a professional and must present yourself in a way to show responsibility.

Professionalism: Professionalism as a student and future educator is expected. Your professionalism during this course influences your participation grade and any group assignments that you may complete. You will often be required to self-assess your attempts at completing an individual or small group assignment. Your small group members may assess you as well.

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Professionalism is defined in the following ways:
  (a) consistent class attendance,
  (b) paying attention,
  (c) participating actively, respectively and constructively
  (d) being responsible and prepared,
  (e) being an **equal** partner in group work,
  (f) showing enthusiasm and interest in being a teacher (see Field-Based Teacher
  Education Program Handbook and Professional Behavioral Standards Evaluation
  Form),
  (g) following the tenets of common decency and acceptable behavior. Code of student
  conduct can be found under discipline in the student's guidebook.

Written Assignments: All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators MUST BE PERFECT. Begin that practice now! Therefore, if you need extra help, the Writing Center can assist you. See http://web.tamuc.edu/academics/colleges/artsSciences/departments/literatureLanguages/

  a. Written Assignments should be:
    *double spaced
    *1" top and left side margins, 1" bottom and right side margins
    *12 point font size
    *revised for clarity and meaning
    *edited for accuracy in grammar and mechanics
    *saved on a flash drive or copied on paper for your records

Academic Integrity/Honest Statement: This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an *F* in the course, or will be brought before a higher level of governance for possible dismissal from the university.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

The *syllabus/schedule are subject to change.*

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook. http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01. http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

The *syllabus/schedule are subject to change.*

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

The *syllabus/schedule are subject to change.*

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visitwww.tamuc.edu/counsel

The *syllabus/schedule are subject to change.*