



EAST TEXAS A&M

UNIVERSITY

RDCB 516 –Foundations of Reading

COURSE SYLLABUS

Term:	Fall	Year:	2026
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INSTRUCTOR INFORMATION

Instructor Name:	
Office Phone:	
East Texas A&M University Email Address:	
Instructor Notes:	Important Dates -Fall II Drop deadline Nov 20 Acceleration Submission Deadline Nov 25 Acceleration Deadline Nov 30 Withdraw Deadline Dec 13 Grades Due Dec 14@5pm

Office Location: Online/Remote

Office Hours: Email, Telephone, or Virtual by Appointment

Preferred Form of Communication: Email

Communication Response Time: 24 Hours or Less (Grading of assignments is typically not completed in 24 hours or less)

[CBE Handbook Link](#)

COURSE INFORMATION

Course Materials

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the [Waters Library](#). All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments and projects in this class.

Tk20

Students are expected to purchase a Tk20 account to use in the CBE alternative certification program. Students will be expected to upload specific assignments in each course as a requirement of the course and program. Tk20 is an electronic database used by teacher candidates to demonstrate they have met Texas Education Agency (TEA) requirements for certification. [Tk20 Information and Support](#).

Alternative Certification Program Description

The competency-based alternative certification program provides coursework preparing post-baccalaureate or graduate students for initial teacher education certification. The courses prepare students to be teacher leaders in a modern classroom and in their district by helping provide the knowledge and skills needed to be an effective teacher in their respective field. The 18-semester credit hour program will focus on evidenced-based learning, curricular and instructional design, and pedagogy for teaching in K-12 schools. Through rigorous and applicable curriculum, students will be supported to achieve the objective of earning teacher certification. This program provides opportunities for students to work at their own pace toward completion of their degree, and — because it is fully online — students can plan their study schedule around other responsibilities to complete the coursework.

Course Description

This course is designed for graduate students in the emergency permit or alternative certification program seeking initial teacher certification. The focus is on the reading process and the factors that condition its development. The importance of reading in school and in life serves as a background for critical evaluation of the methods and materials of reading instruction. Special consideration is given to the essential components of research-based programs and the features of classrooms that support effective beginning reading instruction.

Student Learning Outcomes

Completion of this course provides the student with the knowledge to:

1. Identify and describe components of literacy including oral language development, print awareness and alphabetic knowledge, phonological and phonemic awareness, phonics, fluency, vocabulary, syllabication, morphemic analysis, and reading comprehension skills and strategies.
2. Implement, design, and execute developmentally appropriate, standards-driven instruction that reflect evidence-based best practices and is sequential and multimodal.
3. Implement both formal and informal methods of measuring student progress in early reading development.
4. Acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners.

Alignment to the Texas Education Agency (TEA) Standards

Science of Teaching Reading Standards: Standard 19 TAC §235.101(b) Reading Development. (1)-(10); Standard 19 TAC §235.101(c) Reading Pedagogy (1)-(4)

Science of Teaching Reading Examination: Total alignment chart is included in module 1 – 4 (see detailed listing below) **Exam manual.**

Prekindergarten Guidelines: II.A.1-II.A.3; II.B.1-II.B.6; II.C.1-II.C.3; II.D.1-II.D.6; II.E.1-II.E.8; III.A.1-3; III.B.1-9; III.C.1-3; III.D.1-4; III.E.1-3; IV.A.1-2; IV.B.1-3; IV.C.1-5

ELPS Standards: <https://www.txel.org/ELPS> ELPS in effect until 2026-2027 School year **19 TAC §74.4.** New **ELPS Standards. Standard 19 TAC §120.20.** (d) Cross-curricular English language acquisition student expectations, Kindergarten-Grade 3, 1.A-F, 2.A-F, 4.A-F and **Standard 19 TAC §120.21** Grades 4-12, 1.A-F, 2.A-F, 4.A-F.

19 TAC 228.57(c)(2): Dyslexia Instruction (TEALearn Certificate)

19 TAC 228.57.(d)(2): Reading Instruction

Course Competency	Standards
1. Identify and describe components of literacy including oral language development, print awareness and alphabetic knowledge, phonological and phonemic awareness, phonics, fluency, vocabulary, syllabication, morphemic analysis, and reading comprehension skills and strategies.	<u>Science of Teaching Reading Standards</u> Standard 19 TAC §235.101(b) Reading Development. (b) Knowledge of Reading Development Components. Classroom teachers identified in subsection (a) of this section 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 within the following components of reading: (1) oral language development; (2) print awareness and alphabet knowledge; (3) phonological and phonemic awareness; (4) phonics (decoding and encoding); (5) reading fluency; (6) vocabulary development; (7) syllabication and morphemic analysis; (8) comprehension of literary text; (9) comprehension of informational text; and

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	(10) beginning strategies and reading comprehension skills. Science of Teaching Reading: Examination Competency 001 (Foundations of the Science of Teaching Reading): <i>Understand foundational concepts, principles, and best practices related to the science of teaching reading.</i> 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 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). D. Demonstrate knowledge of the characteristics of students at various stages of reading development from learning to read, including emergent (i.e., pre-reading stage or pre-alphabetic stage), beginning (i.e., initial reading and decoding stage or partial- to full-alphabetic stage), and transitional (i.e., confirmation and fluency stage or consolidated-alphabetic stage), to reading to learn, including intermediate (i.e., reading-to-learn-the-new stage) and advanced (i.e., multiple viewpoints stage and construction and reconstruction stage), in order to help inform instructional planning and management of reading instruction. E. Recognize that decoding and encoding skills are reciprocal and develop synchronously during the early stages of literacy development, and demonstrate knowledge of the characteristics of students at various stages of spelling development (e.g., pre-communicative or pre-phonetic, semi-phonetic, phonetic, transitional, conventional). N. Recognize that individual variations in literacy development occur and may require additional support and monitoring in the early childhood education classroom and warrant in-depth evaluation and/or collaboration with other professionals, if growth is not achieved through classroom interventions. O. Recognize that decoding-related difficulties and disabilities represent the most common source of reading difficulty; demonstrate

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	knowledge of distinguishing characteristics of dyslexia and dysgraphia, including early indicators of dyslexia and dysgraphia; and demonstrate familiarity with evidence based instructional strategies and best practices that general education teachers in prekindergarten through grade-3 classrooms can use to help support the literacy development of students with identified delays in decoding and spelling. Q. Demonstrate knowledge of basic linguistic terminology and concepts used in reading instruction (e.g., phoneme, morpheme, inflectional suffix, derivational affix, prosody), including identifying the role of various language systems (e.g., phonology, morphology, syntax, semantics, discourse, pragmatics) involved in oral language and literacy development. <i>Competency 002 (Foundations of Reading Assessment): Understand foundational concepts, principles, and best practices related to reading assessment.</i> G. Demonstrate knowledge of techniques for determining students' independent, instructional, and frustration reading levels and how to use the results for various purposes (e.g., selecting appropriate instructional materials for a given lesson, including for differentiated instruction; supporting students' selection of independent reading materials). Domain II – Reading Development: Foundational Skills <i>Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.</i> 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). 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

Course Competency	Standards
	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). 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. <i>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.</i>

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	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. 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

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	<i>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.</i> 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. C. 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 3). 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).

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	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>Competency 006 (Phonics and Other Word Identification Skills): Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills.</i> A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in phonics and other word identification skills, including related spelling skills. C. Demonstrate knowledge of key concepts related to beginning reading, including the role of phonics and other word identification skills in students' development of accurate, automatic decoding; the role of accurate, automatic decoding in reading fluency and comprehension; the reciprocity between decoding and encoding; the importance of sequencing instruction in phonics according to the increasing complexity and relative utility of linguistic units; and the importance of providing students with explicit, systematic instruction in phonics and frequent practice applying new decoding skills in connected text. D. Demonstrate knowledge of the continuum of phonics skills as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5), from sounding out and blending each letter in decodable words, to recognizing VC and CVC words as units, to decoding more advanced words that contain increasingly complex letter combinations and/or less common phonics elements. E. Demonstrate knowledge of research-based strategies and best practices for delivering explicit, systematic phonics instruction (e.g., short vowels in VC and CVC words; short vowels in CVCC and CCVC words, first with consonant digraphs, then with consonant blends;

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	long-vowel words spelled with silent e [VCe and CVCe]; long-vowel words spelled with vowel teams [CVVC]; words with an r-controlled vowel [CvRc]; words with vowel teams that are diphthongs; words with consonant trigraphs or complex consonant clusters [CCVC, CVCCC]). F. Demonstrate knowledge of research-based strategies and best practices for teaching common word patterns (e.g., word families), including explicitly teaching related spelling skills and patterns once students have developed basic phonics skills and orthographic knowledge. G. Demonstrate knowledge of the role of high-frequency words in accurate, automatic decoding of grade-level text and knowledge of research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of grade-level high-frequency words, including high-frequency words that are not phonetically regular. H. Demonstrate knowledge of research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of words that contain common inflectional endings (e.g., -s, -ed, -ing, -er, -est), including teaching common orthographic guidelines related to inflections and connecting an inflectional ending to its grammatical meaning. I. Demonstrate knowledge of research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of common homophones, homographs, and contractions. J. Demonstrate knowledge of research-based strategies and best practices for teaching students how to self-monitor when reading connected text in order to confirm accurate decoding and comprehension, including how to use semantic and syntactic clues to verify the meaning and pronunciation of homographs. K. Demonstrate knowledge of research-based strategies and best practices for reinforcing students' development of beginning reading skills (e.g., reading and rereading decodable texts that feature elements already taught, practicing applying newly taught elements in their writing). M. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonics and other word identification skills in order to address the assessed needs of all students. Competency 007 (Syllabication and Morphemic Analysis Skills): Understand concepts, principles, and best practices related to the

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	<i>development of syllabication and morphemic analysis skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level syllabication and morphemic analysis skills and related spelling skills.</i> A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in syllabication and morphemic analysis skills, including related spelling skills. C. Demonstrate knowledge of the continuum of knowledge and skills related to syllabication and morphemic analysis skills as described in the TEKS for ELAR (Kindergarten through Grade 6). D. Demonstrate knowledge of research-based strategies and best practices for teaching accurate, automatic decoding and spelling of compound words. E. Demonstrate knowledge of common syllable types in English (e.g., closed, silent e, open, vowel team, r-controlled, consonant + le); common syllable division patterns (e.g., VC/CV, V/CV); and research-based strategies and best practices for developing students' accurate, automatic decoding and spelling of multisyllabic words. F. Demonstrate knowledge of common morphemes in English (e.g., base words, roots, inflections, derivational affixes), including the distinction between inflectional and derivational suffixes, and research-based strategies and best practices for developing students' accurate, automatic decoding and spelling of multisyllabic words that contain two or more morphemes. G. Demonstrate understanding of the importance of teaching students to read common syllable types and morphemes as chunks in order to promote accurate, automatic decoding of multisyllabic and multimorphemic words and to support their ability to read increasingly complex texts with fluency. H. Demonstrate knowledge of research-based strategies and best practices for teaching accurate, automatic decoding and spelling of less common syllable types and morphemes, as well as other more advanced elements, including multisyllabic words with multiple sound-spelling patterns. I. Demonstrate knowledge of research-based strategies and best practices for teaching students how to use print and digital resources to determine syllabication, pronunciation, meaning, and word origin,

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	including how to alphabetize a series of words to the third letter in order to facilitate their ability to use a variety of print resources. J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in syllabication and morphemic analysis skills in order to address the assessed needs of all students. <i>Competency 008 (Reading Fluency): Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.</i> C. Demonstrate knowledge of the continuum of fluency development as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 6), from accurate, automatic letter naming, to word reading, to reading connected text, to reading increasingly complex connected text. D. Demonstrate knowledge of key concepts related to reading fluency, including the key indicators of fluency (i.e., accuracy, rate, and prosody); the role of automaticity in reading fluency; interrelationships between accuracy, rate, and automaticity; the role of fluency in reading comprehension; interrelationships between prosody and comprehension; the importance of providing explicit and frequent instruction in fluency to students at all stages of reading development; and the importance of varying fluency instruction for students at different stages of development in decoding. E. Demonstrate knowledge of common factors that disrupt reading fluency (e.g., limited phonics knowledge; lack of automaticity in key decoding skills; limited recognition of grade-level, high-frequency words; unfamiliarity with a text's content, vocabulary, and/or grammatical structures), and apply knowledge of strategies for addressing these factors. F. Demonstrate knowledge of research-based strategies and best practices for promoting students' accuracy in order to enhance reading fluency and comprehension (e.g., reteaching grade-level decoding skills or high-frequency words not yet mastered). G. Demonstrate knowledge of research-based strategies and best practices for promoting students' reading rate and automaticity in order to enhance reading fluency and comprehension (e.g., engaging students whose decoding skills are not yet automatic in oral reading or whisper reading with teacher monitoring for accuracy and

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	feedback; engaging students whose decoding skills are accurate and automatic in silent reading with accountability for comprehension). H. Demonstrate knowledge of research-based strategies and best practices for promoting students' prosody (i.e., reading with appropriate phrasing, expression, and intonation) in order to enhance reading fluency and comprehension (e.g., providing explicit teacher modeling of prosody, engaging students in echo reading and phrase-cued reading, pre-teaching unfamiliar vocabulary and grammatical structures prior to assigning a text, engaging in readers' theatre). I. Demonstrate knowledge of research-based strategies and best practices for selecting texts for fluency practice (e.g., using decodable texts with students who are acquiring basic phonics skills, transitioning students to a broader range of appropriate texts as they progress in their decoding skills, using both literary and informational texts for fluency practice). Domain III – Reading Development: Comprehension <i>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.</i> 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.

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	J. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to use structural/morphemic analysis skills, including etymology, to help them determine the meaning of unfamiliar words. K. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to use context within and beyond a sentence to help infer the meaning of an unfamiliar word or to determine the meaning of a multiple-meaning word, including using different types of context clues (e.g., syntax, punctuation, embedded definition/explanation, apposition, restatement/synonym, contrast/antonym). L. Demonstrate knowledge of research-based strategies and best practices for promoting students' word consciousness and motivation to learn new words and for supporting their retention of new words (e.g., providing student-friendly definitions and meaningful, contextualized examples; grouping words based on conceptual categories and associative meanings; developing semantic maps). <i>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.</i> A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' ability to gain and enhance their understanding of appropriately complex texts. 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). D. Demonstrate knowledge of the importance of and strategies for providing students with multiple opportunities to listen to, independently read, and respond to a wide range of appropriately complex literary and informational texts and to interact with others about texts in order to support and enhance their comprehension development and to gain, clarify, and deepen their understanding of a

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	given text, including providing young children with frequent opportunities to repeat key parts of predictable or patterned texts during read-alouds and to reenact stories using a variety of strategies (e.g., using puppets and character voices, using student illustrations, using digital applications). F. Demonstrate knowledge of different levels of comprehension, including literal comprehension skills, inferential comprehension skills, and evaluative comprehension skills. <i>Competency 011 (Comprehension of Literary Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis of appropriately complex literary texts.</i> C. Demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, legends, myths, tall tales, nursery rhymes, poetry, and drama from various cultures. <i>Competency 012 (Comprehension of Informational Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.</i> E. Demonstrate understanding of the importance of reading aloud high-quality, appropriately complex informational texts on a regular basis to develop young children's familiarity with informational texts, and demonstrate knowledge of research-based strategies and best practices related to using read-alouds for this purpose, including asking questions about a text as it is being read aloud, engaging students in activities related to the text's content, and extending an informational text into centers to continue students' interactions with the text's content.
2. Implement, design, and execute developmentally appropriate,	<u>Science of Teaching Reading Standards</u> Standard 19 TAC §235.101(c) Reading Pedagogy.

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standards-driven instruction that reflect evidence-based best practices and is sequential and multimodal	Classroom teachers identified in subsection (a) of this section 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, including: (1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy); (3) implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; Science of Teaching Reading: Examination Domain I – Reading Pedagogy <i>Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading.</i> 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 roles that oral language, writing, and motivation play in promoting reading development for students in prekindergarten through grade 3. 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. G. Recognize the importance of planning and managing reading instruction in ways that not only promote students' learning and skill development in reading but also nurture their development as lifelong readers and their self-concept as readers by creating strong associations between reading and feelings of enjoyment, engagement, and self-efficacy and by promoting increased awareness of their own thoughts, feelings, likes, and dislikes with regard to texts. 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

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	the TEKS for ELAR (Kindergarten through Grade 5); 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. S. Demonstrate knowledge of criteria for evaluating and selecting curricular resources (e.g., evidence of effectiveness, appropriateness for students' age and developmental levels) and research-based strategies and best practices for teaching students how to select, view, and share books and other reading materials for independent reading. <i>Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.</i> 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). 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. <i>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.</i> J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonological and phonemic

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	awareness skills in order to address the assessed needs of all students. <i>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.</i> 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. K. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in print concepts, alphabet knowledge, and the alphabetic principle in order to address the assessed needs of all students. <i>Competency 006 (Phonics and Other Word Identification Skills): Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of</i>

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	<i>developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills.</i> A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in phonics and other word identification skills, including related spelling skills. C. Demonstrate knowledge of key concepts related to beginning reading, including the role of phonics and other word identification skills in students' development of accurate, automatic decoding; the role of accurate, automatic decoding in reading fluency and comprehension; the reciprocity between decoding and encoding; the importance of sequencing instruction in phonics according to the increasing complexity and relative utility of linguistic units; and the importance of providing students with explicit, systematic instruction in phonics and frequent practice applying new decoding skills in connected text. D. Demonstrate knowledge of the continuum of phonics skills as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5), from sounding out and blending each letter in decodable words, to recognizing VC and CVC words as units, to decoding more advanced words that contain increasingly complex letter combinations and/or less common phonics elements. E. Demonstrate knowledge of research-based strategies and best practices for delivering explicit, systematic phonics instruction (e.g., short vowels in VC and CVC words; short vowels in CVCC and CCVC words, first with consonant digraphs, then with consonant blends; long-vowel words spelled with silent e [VCe and CVCe]; long-vowel words spelled with vowel teams [CVVC]; words with an r-controlled vowel [CVCr]; words with vowel teams that are diphthongs; words with consonant trigraphs or complex consonant clusters [CCCVC, CVCCC]). F. Demonstrate knowledge of research-based strategies and best practices for teaching common word patterns (e.g., word families), including explicitly teaching related spelling skills and patterns once students have developed basic phonics skills and orthographic knowledge. G. Demonstrate knowledge of the role of high-frequency words in accurate, automatic decoding of grade-level text and knowledge of

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	research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of grade-level high-frequency words, including high-frequency words that are not phonetically regular. H. Demonstrate knowledge of research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of words that contain common inflectional endings (e.g., -s, -ed, -ing, -er, -est), including teaching common orthographic guidelines related to inflections and connecting an inflectional ending to its grammatical meaning. I. Demonstrate knowledge of research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of common homophones, homographs, and contractions. J. Demonstrate knowledge of research-based strategies and best practices for teaching students how to self-monitor when reading connected text in order to confirm accurate decoding and comprehension, including how to use semantic and syntactic clues to verify the meaning and pronunciation of homographs. K. Demonstrate knowledge of research-based strategies and best practices for reinforcing students' development of beginning reading skills (e.g., reading and rereading decodable texts that feature elements already taught, practicing applying newly taught elements in their writing). M. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonics and other word identification skills in order to address the assessed needs of all students. <i>Competency 007 (Syllabication and Morphemic Analysis Skills): Understand concepts, principles, and best practices related to the development of syllabication and morphemic analysis skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level syllabication and morphemic analysis skills and related spelling skills.</i> A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in syllabication and morphemic analysis skills, including related spelling skills.

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	C. Demonstrate knowledge of the continuum of knowledge and skills related to syllabication and morphemic analysis skills as described in the TEKS for ELAR (Kindergarten through Grade 6). D. Demonstrate knowledge of research-based strategies and best practices for teaching accurate, automatic decoding and spelling of compound words. E. Demonstrate knowledge of common syllable types in English (e.g., closed, silent e, open, vowel team, r-controlled, consonant + le); common syllable division patterns (e.g., VC/CV, V/CV); and research-based strategies and best practices for developing students' accurate, automatic decoding and spelling of multisyllabic words. F. Demonstrate knowledge of common morphemes in English (e.g., base words, roots, inflections, derivational affixes), including the distinction between inflectional and derivational suffixes, and research-based strategies and best practices for developing students' accurate, automatic decoding and spelling of multisyllabic words that contain two or more morphemes. G. Demonstrate understanding of the importance of teaching students to read common syllable types and morphemes as chunks in order to promote accurate, automatic decoding of multisyllabic and multimorphemic words and to support their ability to read increasingly complex texts with fluency. H. Demonstrate knowledge of research-based strategies and best practices for teaching accurate, automatic decoding and spelling of less common syllable types and morphemes, as well as other more advanced elements, including multisyllabic words with multiple sound-spelling patterns. I. Demonstrate knowledge of research-based strategies and best practices for teaching students how to use print and digital resources to determine syllabication, pronunciation, meaning, and word origin, including how to alphabetize a series of words to the third letter in order to facilitate their ability to use a variety of print resources. J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in syllabication and morphemic analysis skills in order to address the assessed needs of all students. <i>Competency 008 (Reading Fluency): Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional</i>

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	<i>practices to promote all students' development of grade-level reading fluency.</i> C. Demonstrate knowledge of the continuum of fluency development as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 6), from accurate, automatic letter naming, to word reading, to reading connected text, to reading increasingly complex connected text. D. Demonstrate knowledge of key concepts related to reading fluency, including the key indicators of fluency (i.e., accuracy, rate, and prosody); the role of automaticity in reading fluency; interrelationships between accuracy, rate, and automaticity; the role of fluency in reading comprehension; interrelationships between prosody and comprehension; the importance of providing explicit and frequent instruction in fluency to students at all stages of reading development; and the importance of varying fluency instruction for students at different stages of development in decoding. E. Demonstrate knowledge of common factors that disrupt reading fluency (e.g., limited phonics knowledge; lack of automaticity in key decoding skills; limited recognition of grade-level, high-frequency words; unfamiliarity with a text's content, vocabulary, and/or grammatical structures), and apply knowledge of strategies for addressing these factors. F. Demonstrate knowledge of research-based strategies and best practices for promoting students' accuracy in order to enhance reading fluency and comprehension (e.g., reteaching grade-level decoding skills or high-frequency words not yet mastered). G. Demonstrate knowledge of research-based strategies and best practices for promoting students' reading rate and automaticity in order to enhance reading fluency and comprehension (e.g., engaging students whose decoding skills are not yet automatic in oral reading or whisper reading with teacher monitoring for accuracy and feedback; engaging students whose decoding skills are accurate and automatic in silent reading with accountability for comprehension). H. Demonstrate knowledge of research-based strategies and best practices for promoting students' prosody (i.e., reading with appropriate phrasing, expression, and intonation) in order to enhance reading fluency and comprehension (e.g., providing explicit teacher modeling of prosody, engaging students in echo reading and phrase-cued reading, preteaching unfamiliar vocabulary and grammatical structures prior to assigning a text, engaging in readers' theatre).

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	I. Demonstrate knowledge of research-based strategies and best practices for selecting texts for fluency practice (e.g., using decodable texts with students who are acquiring basic phonics skills, transitioning students to a broader range of appropriate texts as they progress in their decoding skills, using both literary and informational texts for fluency practice). Domain III – Reading Development: Comprehension <i>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.</i> 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. G. 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 students with multiple opportunities to use new Tier Two and Tier Three words in a variety of settings. H. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to identify, use, and explain the meaning of grade-level antonyms, synonyms, idioms, adages, and puns.

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	I. Demonstrate understanding of the importance of teaching students independent word-learning strategies, including structural/morphemic analysis, contextual analysis, and use of print and digital resources, in order to promote their ability to engage in self-sustained reading of assigned or self-selected grade-level texts in multiple genres. J. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to use structural/morphemic analysis skills, including etymology, to help them determine the meaning of unfamiliar words. K. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to use context within and beyond a sentence to help infer the meaning of an unfamiliar word or to determine the meaning of a multiple-meaning word, including using different types of context clues (e.g., syntax, punctuation, embedded definition/explanation, apposition, restatement/synonym, contrast/antonym). L. Demonstrate knowledge of research-based strategies and best practices for promoting students' word consciousness and motivation to learn new words and for supporting their retention of new words (e.g., providing student-friendly definitions and meaningful, contextualized examples; grouping words based on conceptual categories and associative meanings; developing semantic maps). M. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in vocabulary development in order to address the assessed needs of all students. <i>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.</i> A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' ability to gain and enhance their understanding of appropriately complex texts. 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

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	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). D. Demonstrate knowledge of the importance of and strategies for providing students with multiple opportunities to listen to, independently read, and respond to a wide range of appropriately complex literary and informational texts and to interact with others about texts in order to support and enhance their comprehension development and to gain, clarify, and deepen their understanding of a given text, including providing young children with frequent opportunities to repeat key parts of predictable or patterned texts during read-alouds and to reenact stories using a variety of strategies (e.g., using puppets and character voices, using student illustrations, using digital applications). 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. G. Recognize the essential role background knowledge (including vocabulary knowledge) plays in a reader's ability to make inferences from text, to make connections within and across texts, and to learn through reading; and apply knowledge of strategies for systematically supporting students in accumulating background knowledge through the reading of informational texts (e.g., reading aloud and discussing a wide range of informational texts with students, having students read and discuss multiple informational texts related to a given topic, helping English learners connect background knowledge from their home language and experiences to reading contexts in English, providing explicit explanations of content and Tier Three vocabulary relevant to a text, engaging students in hands-on learning and academic discussions related to a text's topic, encouraging and supporting students' independent reading of informational texts) to promote students' reading comprehension and deepen their understanding of appropriately complex texts.

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	H. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to apply metacognitive reading comprehension strategies to literary and informational texts in order to gain, clarify, and deepen their understanding of appropriately complex texts (e.g., establishing a purpose for reading assigned and self-selected texts; generating questions about a text before, during, and after reading; making predictions about a text and then confirming or correcting the predictions; creating mental images; making connections to personal experiences, ideas in other texts, and society; monitoring comprehension and making adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down). I. Demonstrate knowledge of the importance of developing students' ability to comprehend increasingly complex literary and informational texts by engaging students in focused rereadings of complex grade-level texts and applying research-based best practices to support their understanding of the texts (e.g., using text-dependent questions; demonstrating how to use annotation to help construct meaning from and clarify ideas about a text; supporting students in deconstructing grammatically complex sentences; rereading the text with students for different levels of meaning; engaging students in collaborative conversations about and written responses to the text). J. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in independent self-sustained reading with comprehension for increasing periods of time (e.g., by explicitly teaching students self-monitoring skills, comprehension repair strategies, and strategies for self-selecting appropriate texts). K. Demonstrate knowledge of research-based strategies and best practices for teaching students how to vary approaches to reading a text according to the purpose for reading (e.g., skimming for gist, scanning for specific information, focused reading and rereading for deep understanding). L. Demonstrate knowledge of the importance of structuring students' exposure to and reading of multiple genres of literary and informational texts and strategies for selecting and using multiple texts for reading instruction that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, school community, and society. Competency 011 (Comprehension of Literary Texts): Understand concepts, principles, and best practices related to the

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	<i>comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis of appropriately complex literary texts.</i> D. Demonstrate knowledge of the continuum of development in the comprehension and analysis of literary texts as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 6). E. Demonstrate understanding of the importance of reading aloud high-quality, culturally relevant, and appropriately complex literary texts on a regular basis to develop young children's familiarity with literary texts and basic story structures, and apply knowledge of research-based strategies and best practices related to using read-alouds for this purpose (e.g., asking questions about a story as it is being read aloud; providing props for children to use while acting out the story; helping children construct a story map with a clear beginning, middle, and end; providing story cards to assist children in sequencing retellings of the story; encouraging children to provide sound effects through musical instruments or environmental noises that fit what is happening in the story; extending the story into centers for children to continue to explore the story in other ways). F. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to comprehend and analyze a range of appropriately complex literary texts, including identifying a text's key ideas and details; analyzing an author's purpose for writing; identifying story elements, such as characters, plot, setting, and theme; analyzing an author's craft, such as word choice and use of imagery and figurative language; and using evidence from a literary text to support responses. G. Demonstrate knowledge of research-based strategies and best practices for promoting students' comprehension of appropriately complex literary texts at all three comprehension levels (i.e., literal, inferential, and evaluative) and for promoting critical thinking about literary texts (e.g., synthesizing information to create new understandings; asking and having students generate questions related to bias, such as which voices and perspectives are present and absent in a text). <i>Competency 012 (Comprehension of Informational Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts,</i>

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	<i>and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.</i> C. Demonstrate knowledge of distinguishing characteristics and structures of informational, persuasive, multimodal, and digital texts. D. Demonstrate knowledge of the continuum of development in the comprehension and analysis of informational texts as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 6). E. Demonstrate understanding of the importance of reading aloud high-quality, appropriately complex informational texts on a regular basis to develop young children's familiarity with informational texts, and demonstrate knowledge of research-based strategies and best practices related to using readalouds for this purpose, including asking questions about a text as it is being read aloud, engaging students in activities related to the text's content, and extending an informational text into centers to continue students' interactions with the text's content. F. Demonstrate understanding of the importance of scaffolding students' comprehension and analysis of informational texts, and apply knowledge of research-based strategies and best practices related to this purpose (e.g., using strategic questioning and engaging students in academic conversations about a text's content, teaching text annotation and note-taking skills, helping students develop semantic maps and other graphic organizers to help clarify or reinforce a text's content or organizational structure, helping students generate and respond to peer questioning about a text). G. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to comprehend and analyze appropriately complex informational texts, including identifying different informational text structures (e.g., descriptive, comparison/contrast, cause/effect, sequential, chronological), identifying and summarizing a text's central ideas and supporting evidence, using textual features (e.g., subtitles, bold or italicized text) and graphic features (e.g., charts, diagrams) to gain information, comparing and contrasting the content presented in a book's text with that presented in its graphic features, identifying a sequence of steps or events in a text, recognizing the characteristics of multimodal and digital texts, identifying an author's purpose and intended audience, analyzing an author's craft (e.g., choice of words, evidence,

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	and rhetorical devices), distinguishing facts from opinions, and identifying the claim in an argumentative text. H. Demonstrate knowledge of research-based strategies and best practices for promoting students' comprehension of appropriately complex informational texts at all three comprehension levels and for promoting critical thinking about informational texts (e.g., synthesizing information to create new understandings; asking and having students generate higher-order questions about a text, such as questions related to voices or perspectives present and absent in a text or questions about the credibility of a text). I. Demonstrate knowledge of research-based strategies and best practices for promoting students' development of disciplinary-literacy skills, including distinguishing discipline-specific meanings of words (e.g., ruler in mathematics [a measuring device] versus ruler in social studies [a monarch or government leader]), and recognizing text structures commonly used in a discipline. ELPS Standards: 120.20.d Student expectations--writing. The EB student writes using a variety of language structures with increasing accuracy to effectively address a variety of purposes (formal and informal) and audiences in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels of English language acquisition in writing. For Kindergarten and Grade 1, certain student expectations do not apply until the student has reached the proficiency level of generating original written text using a standard writing system. The K-3 Student is expected to: 4.A apply relationships between sounds and letters of the English language to represent sounds when writing; 4.B spell words following conventional spelling patterns and rules; 4.C write using high-frequency words and content-area vocabulary; 4.D write using a variety of grade-appropriate sentence lengths and types and connecting words; 4.E write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense; and 4.F write to narrate, describe, explain, respond, or persuade with detail in the content areas. 120.21.d Student expectations--writing. The EB student writes using a variety of language structures with increasing accuracy to effectively address a variety of purposes (formal and informal) and audiences in

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	all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels of English language acquisition in writing. The 4-12 Student is expected to: 4.A apply relationships between sounds and letters of the English language to represent sounds when writing; Language pattern: encoding 4.B write text following conventional spelling patterns and rules; Language pattern: phonology 4.C write using a combination of high-frequency words and content-area vocabulary; Language pattern: vocabulary 4.D write content-area texts using a variety of sentence lengths and types and transition words; Language pattern: language structure-syntax 4.E write content-area specific text using conventions such as capitalization, punctuation, and abbreviations and grammatical structures such as subject-verb agreement, verb tense, possessive case, and contractions; and Language pattern: grammar 4.F write to narrate, describe, explain, respond, or justify with supporting details and evidence using appropriate content, style, register, and conventions for specific purpose and audience. Language pattern: discourse
3. Implement both formal and informal methods of measuring student progress in early reading development.	<u>Science of Teaching Reading Standards</u> Standard 19 TAC §235.101(c) Reading Pedagogy. Classroom teachers identified in subsection (a) of this section 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, including: (2) implementing both formal and informal methods of measuring student progress in early reading development; Science of Teaching Reading Examination: Domain I – Reading Pedagogy <i>Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading.</i> B. Demonstrate knowledge of the Texas Prekindergarten Guidelines related to reading and the Texas Essential Knowledge and Skills (TEKS)

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	for English Language Arts and Reading (ELAR) (Kindergarten through Grade 6). 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 5); 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. L. Demonstrate knowledge of key factors to consider in planning and delivering differentiated instruction and flexible grouping, including students' assessed strengths and needs in the area(s) of reading to be addressed in a lesson, the prerequisite knowledge and skills required for students to be able to benefit from instruction, the pacing of instruction, the complexity of the content or skills to be taught, and the scaffolds needed to support all students' learning. M. Demonstrate knowledge of tiered instructional models used in Texas classrooms (e.g., Multi-Tiered Systems of Support [MTSS], including Response to Intervention [RtI]) and basic components of these models (e.g., universal screening, evidence-based practices, research-based core curriculum and interventions, progress monitoring, data-based decision making, fidelity of implementation). P. Demonstrate knowledge of the critical role that families play in students' reading development, strategies for promoting collaboration with families to support all students' development in reading, and ways to empower families to engage in at-home reading with their child and to facilitate their child's reading development in various areas (e.g., using new vocabulary, practicing decoding skills and oral reading fluency). <i>Competency 002 (Foundations of Reading Assessment): Understand foundational concepts, principles, and best practices related to reading assessment.</i> 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

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	instructional planning and delivery to meet all students' reading needs. B. Demonstrate knowledge of key purposes and characteristics of different types of reading assessment, including screening or entry-level assessments, formative or progress-monitoring assessments, summative assessments, diagnostic assessments, and pre- and post-assessments. 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). D. Demonstrate understanding of the importance of selecting and using texts for reading assessments that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, the school community, and society. 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. F. Demonstrate knowledge of the distinctions between group and individual classroom reading assessments and the characteristics, uses, and limitations of various formal and informal reading assessments (e.g., reading-error analyses, phonics surveys, spelling surveys, retellings, oral reading fluency measures, use of rubrics). G. Demonstrate knowledge of techniques for determining students' independent, instructional, and frustration reading levels and how to use the results for various purposes (e.g., selecting appropriate instructional materials for a given lesson, including for differentiated instruction; supporting students' selection of independent reading materials). H. Demonstrate knowledge of assessment strategies for monitoring and supporting students' independent reading, including

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	conferencing with individual students about their interests, text selections, and responses to specific texts. I. Demonstrate knowledge of strategies for communicating a student's progress to stakeholders, including the student, when appropriate, and apply knowledge of strategies for providing feedback to students that encourages, supports, and motivates their continued growth in reading. J. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support the assessment of reading development. K. Recognize that accommodations may be necessary to ensure that an assessment accurately measures all students' progress toward and attainment of the relevant grade-level TEKS. Domain II – Reading Development: Foundational Skills Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills. 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.

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	<i>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.</i> 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. <i>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.</i> 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. <i>Competency 006 (Phonics and Other Word Identification Skills): Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills.</i> B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonics and other word identification skills, including related spelling skills, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

Course Competency	Standards
	<i>Competency 007 (Syllabication and Morphemic Analysis Skills): Understand concepts, principles, and best practices related to the development of syllabication and morphemic analysis skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level syllabication and morphemic analysis skills and related spelling skills.</i> B. Demonstrate ability to accurately interpret the results of ongoing assessments in syllabication and morphemic analysis skills, including related spelling skills, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions. <i>Competency 008 (Reading Fluency): Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.</i> A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development of reading fluency. B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading fluency and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions. J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in reading fluency in order to address the assessed needs of all students. Domain III – Reading Development: Comprehension <i>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.</i> A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of vocabulary knowledge and skills in the context of authentic and meaningful reading.

Course Competency	Standards
	B. Demonstrate ability to accurately interpret the results of ongoing assessments in vocabulary development and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions. M. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in vocabulary development in order to address the assessed needs of all students. <i>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.</i> B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, including reading comprehension strategies and trends in student work that provide insights into possible misconceptions, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions. M. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in text comprehension in order to address the assessed needs of all students. <i>Competency 011 (Comprehension of Literary Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis of appropriately complex literary texts.</i> A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' reading comprehension and analysis of appropriately complex literary texts. B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension and analysis of literary texts and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions. H. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of appropriately complex literary texts in order to address the assessed needs of all students.

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	<i>Competency 012 (Comprehension of Informational Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.</i> A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' reading comprehension and analysis of appropriately complex informational texts. B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension and analysis of informational texts and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions. J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of appropriately complex informational texts in order to address the assessed needs of all students. Domain IV – Analysis and Response <i>Competency 013 (Analysis and Response): Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed written response based on the data and information presented.</i> A. Demonstrate the ability to analyze, interpret, and discuss accurately and appropriately the results of a reading assessment for an individual student. B. Demonstrate the ability to identify a significant need that a student demonstrates related to foundational reading skills (e.g., phonemic awareness skills, phonics skills, recognition of high-frequency words, syllabication skills, morphemic analysis skills, automaticity, reading fluency [i.e., accuracy, rate, and prosody]) and to support the analysis with specific, appropriate examples from the student's reading performance. C. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in foundational reading skills. D. Using sound reasoning and knowledge of foundational reading skills, demonstrate the ability to explain the effectiveness of the selected instructional strategy or intervention to address a student's identified need in foundational reading skills.

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	E. Demonstrate the ability to identify a significant need that a student demonstrates related to reading comprehension (e.g., vocabulary knowledge; knowledge of sentence and grammatical structures; application of literal, inferential, or evaluative comprehension skills; use of comprehension strategies; application of text analysis skills to a literary or informational text) and to support the analysis with specific, appropriate examples from the student's reading performance. F. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in reading comprehension. G. Using sound reasoning and knowledge of reading comprehension, demonstrate the ability to explain the effectiveness of the selected instructional strategy or intervention to address a student's identified need in reading comprehension. <u>Prekindergarten Guidelines:</u> A. Listening Comprehension Skills The beginning teacher knows and identifies: II.A.1 when a child shows understanding by responding appropriately. II.A.2 when a child shows understanding by following two-step oral directions and usually follows three-step directions. II.A.3 when a child shows understanding of the language being spoken by teachers and peers. B. Speaking (Conversation) Skills The beginning teacher knows and can identify: II.B.1 when a child is able to use language for different purposes. II.B.2 when a child engages in conversation in appropriate ways. II.B.3 when a child provides information for various situations. II.B.4 when a child demonstrates knowledge of verbal conversational rules. II.B.5 when a child demonstrates knowledge of nonverbal conversational rules. II.B.6 when a child matches language to social contexts. C. Speech Production Skills The beginning teacher knows and can identify:

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	II.C.1 when a child's speech is understood by both the teacher and the other adults in the school. II.C.2 when a child perceives differences between similar sounding words. II.C.3 when a child investigates and demonstrates growing understanding of the sounds and intonation of language. D. Vocabulary Skills The beginning teacher knows and can identify: II.D.1 when a child uses a wide variety of words to label and describe people, places, things, and actions. II.D.2 when a child demonstrates understanding of terms used in the instructional language of the classroom. II.D.3 when a child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses. II.D.4 when a child uses a large speaking vocabulary, adding several new words daily. II.D.5 when a child increases listening vocabulary and begins to develop vocabulary of object names and common phrases. II.D.6 when a child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. E. Sentences and Structures Skills The beginning teacher knows and can identify: II.E.1 when a child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.2 when a child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. II.E.3 when a child uses sentences with more than one phrase. II.E.4 when a child combines more than one idea using complex sentences. II.E.5 when a child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning. II.E.6 when a child engages in various forms of nonverbal communication with those who do not speak her native language.

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	II.E.7 when a child uses single words and simple phrases to communicate meaning in social situations. II.E.8 when a child attempts to use new vocabulary and grammar in speech. III. Emergent Literacy – Reading Domain A. Motivation to Read Skills The beginning teacher knows and can identify: III.A.1 when a child engages in pre-reading and reading-related activities III.A.2 when a child self-selects books and other written materials to engage in pre-reading behaviors. III.A.3 when a child recognizes that text has meaning. B. Phonological Awareness Skills The beginning teacher knows and can identify: III.B.1 when a child separates a normally spoken four-word sentence into individual words. III.B.2 when a child combines words to make a compound word. III.B.3 when a child deletes a word from a compound word. III.B.4 when a child blends syllables into words. III.B.5 when a child can segment a syllable from a word. III.B.6 when a child can recognize rhyming words. III.B.7 when a child can produce a word that begins with the same sound as a given pair of words. III.B.8 when a child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support. III.B.9 when a child recognizes, and blends spoken phonemes into one syllable words with pictorial support C. Alphabet Knowledge Skills The beginning teacher knows and can identify: III.C.1 when a child names at least 20 lower case letters in the language of instruction. III.C.2 when a child recognizes at least 20 distinct letter sounds in the language of instruction.

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	III.C.3 when a child produces at least 20 distinct-letter sound correspondences in the language of instruction. D. Comprehension of Text Read Aloud Skills The beginning teacher knows and can identify: III.D.1 when a child retells or re-enacts a story after it is read aloud. III.D.2 when a child uses information learned from books by describing, relating, categorizing, or comparing, and contrasting. III.D.3 when a child asks and responds to questions relevant to the text read aloud. III.D.4 when a child will make inferences and predictions about text. E. Print Concepts The beginning teacher knows and can identify: III.E.1 when a child can distinguish between elements of print including letters, words, and pictures. III.E.2 when a child demonstrates understanding of print directionality including left to right and top to bottom. III.E.3 when a child can identify some conventional features of print that communicate meaning including end punctuation and case. IV. Emergent Literacy – Writing Domain A. Motivation to Write Skills The beginning teacher knows and can identify: IV.A.1 when a child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. IV.A.2 when a child writes to communicate his/her ideas for a variety of purposes. B. Writing as a Process The beginning teacher knows and can identify: IV.B.1 when a child discusses and contributes ideas for drafts composed in whole/small group writing activities. IV.B.2 when a child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.

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	IV.B.3 when a child shares and celebrates class-made and individual written products. C. Conventions in Writing The beginning Teacher knows and can identify: IV.C.1 when a child writes own name (first name or frequent nickname) using legible letters in proper sequence. IV.C.2 when a child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. IV.C.3 when a child independently uses letters to make words or parts of words. IV.C.4 when a child uses appropriate directionality when writing (top to bottom, left to right). IV.C.5 when a child begins to experiment with punctuation when writing.
4. Acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners.	<u>Science of Teaching Reading Standards</u> Standard 19 TAC §235.101(c) Reading Pedagogy. Classroom teachers identified in subsection (a) of this section 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, including: (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 learners. Science of Teaching Reading: Examination Domain I – Reading Pedagogy <i>Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading.</i> C. Apply knowledge of the interconnected nature of listening, speaking, reading, writing, and thinking by planning reading instruction that reflects an integrated and recursive model of literacy. 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

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	the TEKS for ELAR (Kindergarten through Grade 5); 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. I. Demonstrate knowledge of factors that can affect students' reading development, including the amount of time they spend daily engaged in reading, the amount of screen time they engage in daily, a reading curriculum that emphasizes the development of productive reading and vocabulary skills (e.g. phonics, structural analysis) rather than overreliance on memorization and context clues and that emphasizes the reading of whole texts rather than worksheets, and the use of culturally responsive instructional practices (e.g., call-and-response strategies). J. Demonstrate knowledge of the importance of using an assets-based approach when acquiring, analyzing, and using background information about students (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics) to inform instructional planning and engage all students in reading. K. Demonstrate understanding of the importance of differentiating classroom instruction to address the assessed needs of all students (e.g., students with limited prior experiences with literacy, students with exceptional needs, English learners, students who are experiencing difficulty, students who are performing above grade level, students who are gifted and talented), including understanding the importance of being proactive in remediating students' identified reading needs and/or gaps in students' prior learning. L. Demonstrate knowledge of key factors to consider in planning and delivering differentiated instruction and flexible grouping, including students' assessed strengths and needs in the area(s) of reading to be addressed in a lesson, the prerequisite knowledge and skills required for students to be able to benefit from instruction, the pacing of instruction, the complexity of the content or skills to be taught, and the scaffolds needed to support all students' learning. O. Recognize that decoding-related difficulties and disabilities represent the most common source of reading difficulty; demonstrate knowledge of distinguishing characteristics of dyslexia and dysgraphia, including early indicators of dyslexia and dysgraphia; and

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	demonstrate familiarity with evidence based instructional strategies and best practices that general education teachers in prekindergarten through grade-3 classrooms can use to help support the literacy development of students with identified delays in decoding and spelling. P. Demonstrate knowledge of the critical role that families play in students' reading development, strategies for promoting collaboration with families to support all students' development in reading, and ways to empower families to engage in at-home reading with their child and to facilitate their child's reading development in various areas (e.g., using new vocabulary, practicing decoding skills and oral reading fluency). R. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support students' reading development, reading engagement, and motivation to read. <i>Competency 002 (Foundations of Reading Assessment): Understand foundational concepts, principles, and best practices related to reading assessment.</i> 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. B. Demonstrate knowledge of key purposes and characteristics of different types of reading assessment, including screening or entry-level assessments, formative or progress-monitoring assessments, summative assessments, diagnostic assessments, and pre- and post-assessments. 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,

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	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). D. Demonstrate understanding of the importance of selecting and using texts for reading assessments that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, the school community, and society. H. Demonstrate knowledge of assessment strategies for monitoring and supporting students' independent reading, including conferencing with individual students about their interests, text selections, and responses to specific texts. I. Demonstrate knowledge of strategies for communicating a student's progress to stakeholders, including the student, when appropriate, and apply knowledge of strategies for providing feedback to students that encourages, supports, and motivates their continued growth in reading. K. Recognize that accommodations may be necessary to ensure that an assessment accurately measures all students' progress toward and attainment of the relevant grade-level TEKS. <i>Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.</i> 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.

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	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. 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 5) (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 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 5) (e.g., identifying and aligning relevant language objectives with content-area lessons; using appropriate scaffolds, particularly visual cues, to support understanding).

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	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): <i>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.</i> 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. Competency 005 (Print Concepts and Alphabet Knowledge): <i>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.</i> 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 006 (Phonics and Other Word Identification Skills): <i>Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills.</i> L. Recognize that a student's home language or language variety may not include all the sounds or sound sequences used in standard English and that English learners and speakers of various dialects or

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	regional styles of English may require additional support in order to perceive, produce, read, or spell certain phonics elements (e.g., consonant clusters) or inflectional endings. <i>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.</i> E. Demonstrate knowledge of factors that affect vocabulary development (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics), including the role of frequent and wide reading in vocabulary development. <i>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.</i> G. Recognize the essential role background knowledge (including vocabulary knowledge) plays in a reader's ability to make inferences from text, to make connections within and across texts, and to learn through reading; and apply knowledge of strategies for systematically supporting students in accumulating background knowledge through the reading of informational texts (e.g., reading aloud and discussing a wide range of informational texts with students, having students read and discuss multiple informational texts related to a given topic, helping English learners connect background knowledge from their home language and experiences to reading contexts in English, providing explicit explanations of content and Tier Three vocabulary relevant to a text, engaging students in hands-on learning and academic discussions related to a text's topic, encouraging and supporting students' independent reading of informational texts) to promote students' reading comprehension and deepen their understanding of appropriately complex texts. <u>ELPS Standards:</u> 120.20.d Student expectations--listening. The EB student listens to a variety of speakers, including teachers, peers, and multimedia, to gain an increasing level of comprehension in all

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	content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels in listening. The K-3 student is expected to: 1.A distinguish sounds and intonation patterns by responding orally, in writing, or with gestures; 2.A distinguish sounds and intonation patterns of English with increasing ease; Language pattern: phonology 1.B demonstrate an understanding of content-area vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing; Language pattern: vocabulary 1.C follow oral directions with accuracy; Language pattern: follow directions 1.D use context to construct the meaning of descriptive language, words with multiple meanings, register, or figurative language such as idiomatic expressions heard during formal and informal classroom interactions; Language pattern: language structures-pragmatics 1.E demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed; retelling, responding, or asking for clarification or additional details; and 1.F derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition. Language pattern: comprehension-modalities 120.21.d Student expectations--listening. The EB student listens to a variety of speakers, including teachers, peers, and multimedia, to gain an increasing level of comprehension in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels in listening. The student is expected to: 1.A distinguish sounds and intonation patterns by responding with gestures or images, orally, or in writing; 1.B use contextual factors or word analysis such as cognates, Greek and Latin prefixes, suffixes, and roots to comprehend content-specific vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing; Language pattern: vocabulary

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	1.C respond with accuracy to oral directions, instructions, and requests; Language pattern: follow directions 1.D use context to construct the meaning of descriptive language, words with multiple meanings, register, and figurative language such as idiomatic expressions heard during formal and informal classroom interactions; learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions; Language pattern: language structures-pragmatics 1.E demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details; Language pattern: comprehension 1.F derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition, Language pattern: comprehension-modalities 120.20.d Student Expectations--Speaking. The EB student speaks using a variety of language structures for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing accuracy and fluency in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency level of English language acquisition in speaking. The K-3 grade student is expected to: 2.A produce sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce words with accuracy; Language pattern: phonology; 2.B speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words; Language pattern: vocabulary 2.C speak using a variety of language and grammatical structures, sentence lengths and types, and connecting words; Language pattern: language structure-syntax 2.D speak using appropriate register to convey a message during formal and informal classroom interactions with accuracy and fluency; Language pattern: register 2.E narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions; and adapt spoken language appropriately for formal and informal purposes; Language pattern: discourse

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	2.F restate, ask questions about, or respond to information during formal and informal classroom interactions. Language pattern: response to information 120.21.d Student Expectations--Speaking. The EB student speaks using a variety of language structures for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing accuracy and fluency in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency level of English language acquisition in speaking. The 4-12th grade student is expected to: 2.A produce sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce words with accuracy; Language pattern: phonology; 2.B speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words; Language pattern: vocabulary 2.C speak using a variety of language and grammatical structures, sentence lengths and types, and connecting words; Language pattern: language structure-syntax 2.D speak using appropriate register to convey a message during formal and informal classroom interactions with accuracy and fluency; Language pattern: register 2.E narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions; and Language pattern: discourse 2.F restate, ask questions about, or respond to information during formal and informal classroom interactions. Language pattern: response to information <u>19 TAC 228.57(c)(2): Dyslexia Instruction (TEA Learn Certificate)</u> <u>19 TAC 228.57.(d)(2): Reading Instruction</u>

Regular and Substantive Course Interaction

As a general guide, students enrolled in a three-semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are

designed to ensure regular and substantive interaction between students and faculty to ensure that students can demonstrate competency.

To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

Dropping the Course Due to Failure

Students are NOT allowed to drop a course due to failure in the course. In the event a student does not make 80% or higher on a posttest or culminating project by the third attempt, the student is not allowed to drop the course due to failure. The student is also ineligible to accelerate or re-enroll/re-take the course in the current term.

To drop a course, students must have passing grades in the course or have not attempted any assignments in the course. Please reach out to an academic advisor to drop a course.

STUDENT RESPONSIBILITIES FOR COURSE

Instructional Methods

This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed by the due date specified. Please contact the instructor by email for any assistance or support.

CWID and Password

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@etamu.edu.

Technology-Related Issues

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, an ETAMU campus open computer lab, etc.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Minimal Technical Skills Needed

Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Learning Management System (LMS) – D2L

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

- View the [Learning Management System Requirements Webpage](#).
- Learn more on the [LMS Browser Support Webpage](#).

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 on the [Brightspace Support Webpage](#).

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). **You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication.** The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

Include the Following in Emails with Instructor:

- Course name and subject in the subject line (ex. EDCB 517 – Posttest)
- Salutation (Good afternoon, Dr. Jackson)
- Proper email etiquette (no “text” emails – use proper grammar and punctuation)
- Student name and CWID after the body of the email (possibly add to student signature on email)

CID Studio

The CID Studio is in D2L and available to all CID students. The CID Studio contains modules intended to support and inform students on their educational journey.

[CID Studio Link](#) – Please contact your advisor if you need access.

RESPONSE TIME & GRADING TIME IN CBE COURSES

Instructors for competency-based education courses are expected to respond to students in 24 hours. If you are not able to reach your instructor, please reach out to your advisor for help. The grading of assignments in courses will be done in a timely manner, but grading responses will not be returned in 24 hours.

ACCELERATION IN CBE COURSES

Course Load and Acceleration Policy

In accordance with ETAMU Graduate Procedure 13.99.99.R0.38, graduate students may enroll in up to one additional semester credit hour beyond the number of weeks in a term. In a seven-week term, this allows a maximum of 9 semester credit hours (3 courses).

For graduate CBE programs, students begin each seven-week term enrolled in up to 6 semester credit hours (2 courses). After successful completion of both courses, they may request to accelerate into one additional course, not to exceed 9 semester credit hours for the term. To request acceleration, the student must submit to their academic advisor the instructor's email confirmation of course completion. Approval is subject to advisor review and seat availability. **Request to accelerate is initiated and completed by 5:00 pm CST on the fifth Friday of a seven-week academic term.**

Acceleration Process:

1. Student successfully completes all required coursework in their CBE courses(s) with a grade of "A" or "B."
2. Student receives emailed verification from the assigned instructor that the course has been satisfactorily completed (Grade of A or B only).
3. Student contacts assigned advisor to provide proof of completion and discuss eligibility for acceleration into another course.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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.

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 online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

ETAMU Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

Academic Integrity

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

[Graduate Student Academic Dishonesty University Procedure 13.99.99.R0.10](#)
[Graduate Student Academic Dishonesty Form](#)

CID Policy on Academic Integrity

Academic dishonesty includes cheating, complicity in cheating, multiple submissions (or substantial portions) of the same work for credit without authorization, submitting another's work, plagiarism, submitting algorithmically (AI) plagiarized work, and other acts that may reasonably be called academic dishonesty.

- Students who commit academic dishonesty will receive a grade of 0 for the assignment in the course and be issued a Written Warning that is reported to the CID Assistant Dean's office and listed in a database.
- If the student does NOT have a previous Written Warning for academic dishonesty reported in CID courses and has additional attempts available for the assignment, the student may resubmit the assignment (this applies to CBE courses only).

If the student has a Written Warning of academic dishonesty reported in CID courses, the student may NOT resubmit the assignment, and the instructor will follow the procedure detailed in [Policy 13.99.99.R0.10](#) for Graduate Academic Dishonesty and report the incident to the Dean of the Graduate School.

Submitting Past Work

The resubmission of work submitted in a past course is self-plagiarism. Also, the resubmission of substantial parts of work submitted in a past course is self-plagiarism. **If a student would like to resubmit past work or substantial parts of past work, the student must gain permission from the instructor prior to submission and cite the work properly.** If the student does not gain permission and cite the work, then the submission will be flagged for self-plagiarism and result in actions detailed in the CID Policy on Academic Integrity.

Use of Artificial Intelligence

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources

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

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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.

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

A&M-Commerce Supports Students' Mental Health – Counseling Services

The Counseling Center at East Texas A&M University, 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 [Counseling Center](#)

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download

the app and explore the resources available to you for guidance and support whenever you need it.



COURSE ASSESSMENTS

Requirement for Successfully Passing Course

Students must achieve 80% or higher for **every** posttest **and** culminating project to demonstrate mastery of all competencies and pass the course.

Using Remaining Attempts to Improve Grade

Students are permitted to use remaining attempts on a posttest and/or culminating project after scoring 80% or higher to attempt to make a higher score on the assignment. Students are not permitted to exceed 3 attempts for any posttest or culminating project.

- **Must** complete all required posttests and culminating project and receive a grade on the assignments before doing additional attempts.
- The **highest** grade achieved on the posttest or culminating project will be used for the **final grade** for the posttest and culminating project.
- Please keep in mind that submitting during the final days and hours of the term means that you may not have time to resubmit or receive feedback.
- Once you have accelerated out of the course and received a completion email, you may not return to the course to resubmit work.

Pretest

The purpose of the pretest is to provide students with a baseline understanding of your knowledge in the competency. Pretests are taken once and should be completed upon the first couple of days of a CBE academic term or entry into a course if a student is an accelerator. The pretest is required before you begin studying course materials. A passing score on the pretest does NOT provide permission to skip required assignments in the course. The grade on the pretest does **not** count in the final grade for this course.

Posttest

At the end of a module or course is a comprehensive exam that assesses student knowledge and understanding of major concepts, theories, processes, etc., in the module or the course. A **score of 80% or higher is required** to demonstrate mastery of the competency. If a student scores less than 80% on a posttest, the student will have an opportunity to review the material and retake the posttest two additional times. Students who fail the posttest should review feedback

from the instructor before reattempting the posttest on another attempt. If the posttest score is less than 80% within three attempts, students will receive a grade of “F” in the course and will be required to retake the course in the new term. All posttests in the course have a due date: **Last day of week 7, Friday by 11:59 PM CST.**

Culminating Project

The final project in the course assesses your knowledge of terms and the application of concepts presented in this course. A **score of 80% or higher is required** to demonstrate mastery of each competency. If students score less than 80% on the culminating project, they will have an opportunity to review the material and resubmit the project up to two additional times. If the culminating project is less than 80% within three attempts, students will receive a grade of F in the course and will be required to retake the course in the new term. **If you want feedback for revisions, submit by the end of week 6.** Culminating projects have a due date: **Last day of week 7, Friday by 11:59 PM CST.**

GRADING

A score of 80% or higher on the Culminating Project and all Posttests is required to demonstrate mastery of the competencies and receive credit for the course. The following items will be used to calculate the final grade in the course.

Item	Points
Module 1 Post-test	100 points
Module 2 Literacy Plan	100 points
Module 3 Student Assessment & Analysis	100 points
Module 4 Dyslexia	100 points
Culminating Project	100 points
Total	500 points

Grading Scale

A = 90%-100%

B = 80%-89%

F = 79% or Below

COURSE OUTLINE / CALENDAR

Suggested Schedule

EC-6 Certification

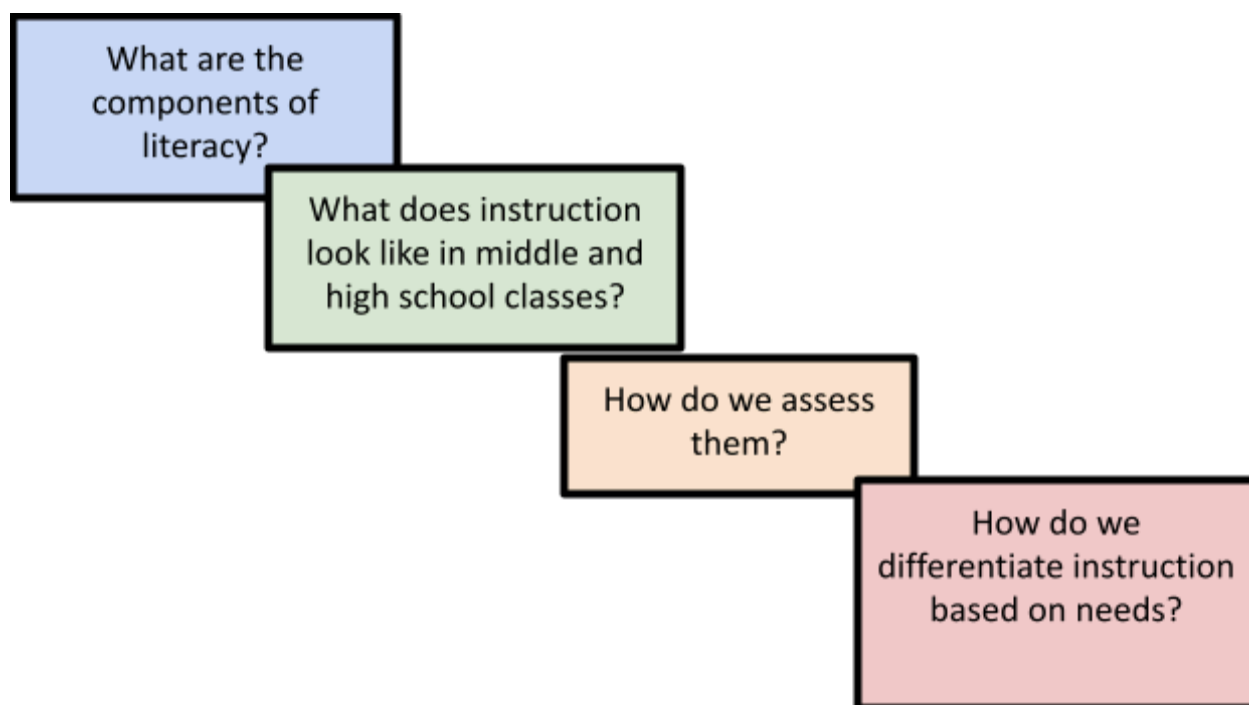
What are the
components of
literacy?

How do we teach them?

How do we assess
them?

How do we
differentiate instruction
based on needs?

4-8 and 7-12 Certifications



Learning Objectives and Competencies	Materials to Read or Review	Assignments
Module 1: Identify and describe components of literacy including oral language development, print awareness and alphabetic knowledge, phonological and phonemic awareness, phonics, fluency, vocabulary, syllabication, morphemic analysis, and reading comprehension skills and strategies.	Scarborough's Reading Rope Video and Article Science of Reading Podcast Episodes on Deconstructing the Rope Other assigned readings and resources related to the components of literacy	● Take Pretest ● Read, watch, and listen to the material for the week. ● Complete the Posttest
Module 2: Implement, design, and execute developmentally appropriate, standards-driven instruction that reflect evidence-based best practices and is sequential and multimodal	Videos, podcast episodes, and assigned readings based on certification area.	● Take Pretest ● Read, watch, and listen to the material for the week. ● Complete the Posttest: Literacy Instruction Plan

Learning Objectives and Competencies	Materials to Read or Review	Assignments
Module 3: Implement both formal and informal methods of measuring student progress in literacy development. <u>Performance-Based Assessment (PBA) for module meets the following:</u> Texas Administrative Code – Title 19/Part 7/Chapter 228/RULE §228.35(b)(2) 150 clock-hours of coursework and/or training as prescribed in §228.30(d)(4) of this title (relating to Educator Preparation Curriculum) that allows candidates to demonstrate proficiency in: (B) formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments.	Videos, podcast episodes, and assigned readings based on certification area. Online training modules	• Take Pretest • Read, watch, and listen to the material for the week. • Complete the Posttest: Student Assessment & Analysis Report or Online Training Module Certificate
Module 4: Acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners.	Online training modules: Dyslexia and ELPS Videos, podcast episodes, and assigned readings based on certification area.	• Take Pretest • Read, watch, and listen to the material for the week. • Complete the Posttest: Online Training Module Certificates
Module 5: Demonstrate ability to interpret student data and design instruction based on students' individual academic needs and cultural and linguistic background in the development/creation of a culminating Individualized Student Assessment and	Student/Class scenarios and accompanying resources	Complete the culminating project

Learning Objectives and Competencies	Materials to Read or Review	Assignments
Instructional Plan <u>Performance-Based Assessment (PBA) for module meets the following:</u> Texas Administrative Code – Title 19/Part 7/Chapter 228/RULE §228.35(b)(2) 150 clock-hours of coursework and/or training as prescribed in §228.30(d)(4) of this title (relating to Educator Preparation Curriculum) that allows candidates to demonstrate proficiency in: (A) designing clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher-order thinking, persistence, and achievement		

Submit the Following Assignments to Tk20:

All assignments should be submitted to D2L. Once you have scored 80% or higher on the assignment, then you can upload it to Tk20. Be sure to upload assignment **AFTER** you have scored 80% or higher. If you have questions, please contact your instructor.

If you have not uploaded specific assignments to Tk20 by the end of the term, then you will NOT have completed all requirements of the course.

Assignments to Upload to Tk20:

- Competency 3 Posttest
- Competency 4 Posttest
- Culminating Project

TIPS FOR SUCCESS

- **All assignments must be submitted by 11:59PM/CST on the Friday of Week 7 of the term.**
- A score of 80% or higher on the Culminating Project and all Posttests is required to demonstrate competency and receive credit for the course.
- **Tip:** After a failed attempt at a posttest or the culminating project, review feedback provided by your instructor and/or reach out to your instructor with questions before moving to the next attempt.