ESL Methods & Materials
College of Education
ECED 3173 Section X170
Fall 2021

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Course Description
This course is designed to enable students to explore theories, pedagogical, and current methodology in the teaching of listening, speaking, reading, and writing skills for English Learners (ELs) and Limited English Proficient (LEP) students. The course presents five subject areas pertinent to teaching ELs: Cross-cultural communication and understanding, applied linguistic and second language acquisition, methods in teaching English as a second language, curriculum development and adaptation, and language assessment. These five subject areas which are the focus of the course modules, promote the understanding of culturally and linguistically appropriate instructional and assessment skills, and present effective means for modifying curricula. More detailed objectives for each of these subject areas are given below.

Textbook & Instructional Materials
Peregoy, S., & Boyle, O. F. (2017). Reading, Writing, and Learning in ESL: A resource book for teaching k-12 English Learners (7th ed). Boston: Pearson (ISBN: 978-013-40154-8).
Herrell, A, L., & Jordan, M. (2020). 50 Strategies for Teaching Language Learners. Boston, MA: Pearson.

Course Objectives
All course objectives are aligned to TEA Standards for Pedagogy and Professional Responsibilities (PPR), English Language Proficiency Standards, and Science of Teaching Reading (STR) Examination Framework (competency 2).
 Upon completion of the course, students should be able to
  1. 1 Develop an understanding of the need for training to work with ELs and LEP students, i.e. the demographic, sociocultural, legal and pedagogical reasons (PPR, ESL 001-010).

2. Develop cultural awareness in order to understand better the influences of various aspects of culture on teaching and learning and to understand the influence that home, school, and community relationships have on academic achievement and school adjustment of ELs and LEP students (PPR, ESL 001-010, BIL 001-004, and ELP standards).
3. Synthesize and articulate how principles of second language acquisition research in bilingual education frame and support inclusive instructional practices (ESL 001-010, BIL 001-004, and ELP standards).
4. Understand and implement methods of English language development to use with all levels of English language learners (ESL 001-010, BIL 001-004, and ELP standards).
5. Develop instructional strategies that integrate language and curricular content learning (ELP standards, and ESL 001-010).
6. Understand how to use formative and summative assessments with ELs and LEP students (ESL 003, BIL 003, STR competency 2 and 13).

Course Outline

Provide equal education opportunities for the English Learners (ELs) and Limited English Proficient (LEP) students

1.1 Demographic changes into the 21st century and their implications
1.2 Rationale for providing service to the ELs and LEP students.
1.3 National efforts in providing equal education opportunities for ELs and LEP students.
1.4 State (Texas) efforts (Laws, school policies, and resources, etc.) in providing equal education opportunities for ELs and LEP students.
1.5 Examples of programs designed to meet the needs of ELs and LEP students (national and state) as they are situated within social and political contexts of language policy.

Developing cultural awareness in order to bridge home/community/school gap
2.1 States of cultural adjustment
2.2 Stereotypes and other preconceived ideas concerning cultures and cultural characteristics
2.3 Factors that influence EL and LEP parent involvement in the school
2.4 Strategies and activities that promote parent, school and community relationship in the classroom
2.5 Culturally responsive pedagogy

Second language acquisition issues
3.1 Approaches to language acquisition
3.2 Literacy processing and schema building
3.3 Literacy levels and multiple literacies
3.5 Communicative Competence & Literacy
3.6 BICS & CALP and Cummins' Quadrants
3.7 Technology assisted second language acquisition

Methods of English language development
4.1 Historical methods of English language development instruction
4.2 ESL goals and standards
4.3 ESL strategies in content areas
4.4 Whole language techniques
4.3 Cooperative learning strategies
4.5 English language development through technology

Content Area Instruction
5.1 Promoting literacy in the classroom
5.2 SDAIE Model
5.3 Teaching learning strategies
5.4 Approaches to teaching multicultural content
5.5 Integrating higher order thinking, skills for ELs and LEP students
5.6 Content area application
5.7 Technology in the classroom

Assessing EL/LEP students and monitoring student progress
6.1 Cultural nature of assessment
6.2 Types of assessment and assessment characteristics
6.3 Alternative approaches to assessment
6.4 Monitoring student progress

State Standards
The detailed list for each standard and test framework is listed: the TEA Standards for Pedagogy and Professional Responsibilities (PPR), English Language Proficiency Standards, and Science of Teaching Reading (STR) Examination Framework. WCOE Conceptual Framework is listed in Appendix A.

TExES Competencies
The following TExES ESL supplemental and Bilingual Supplemental competencies are addressed in full in this course.

ESL 001: The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

- ESL 002: The ESL teacher understands the processes of the first (L1) and second (L2) language acquisition and the interrelatedness of L1 & L2 development.

- ESL 003: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

- ESL 004: The ESL teacher understands how to promote students' communicative language development in English.

- ESL 005: The ESL teacher understands how to promote students' literacy development in English.

- ESL 006: The ESL teacher understands how to promote students' content area learning, academic-language development and academic achievement across the curriculum.
- ESL 007: The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.
- ESL 008: The ESL teacher understands the foundations of ESL education and the types of ESL programs.
- ESL 009: The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.
- ESL 010: The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.
- BIL 001: The beginning bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.
- BIL 002: The beginning bilingual education teacher understands the process of first- and second- language acquisition and development and applies this knowledge to promote students' language proficiency in the first language (L1) and second language (L2).
- BIL 003: The beginning bilingual education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.
- BIL 004: The beginning bilingual education teacher has comprehensive knowledge of content area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.

English Language Proficiency Standards
- Cross-curricular second language acquisition/learning strategies
- Cross-curricular second language acquisition/listening
- Cross-curricular second language acquisition/speaking
- Cross-curricular second language acquisition/reading
- Cross-curricular second language acquisition/writing

Science of Teaching Reading (STR) Examination Framework

Competency 002- Foundations of Reading Assessment (K-5): Understand foundational concepts, principles, and best practices related to reading assessment).

Key Assessments
EL Portfolio, ESL Strategy Presentation, and ESL Supplemental Practical Exam

Academic Honesty
Honesty is a fundamental precept in all academic activities, and those privileged to be members of a university community have a special obligation to observe the highest standards of honesty and a right to expect the same standards of all others. Academic misconduct in any form is inimical to the purposes and functions of the university and therefore is unacceptable and rigorously proscribed. Academic dishonesty may result in a failing grade for the semester and will be reported to the appropriate authorities within the College. This policy applies to the issue of plagiarism, in particular. It is critical that you cite your sources and give people the credit they deserve

Plagiarism Statement
Plagiarism is academic dishonesty. Plagiarism will be considered grounds for failing this course. You are required to use the APA citation and you are not allowed to directly quote the textbook or any other books without proper citation. Note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity and for educational purposes**.** (Student Handbook)
Disability Access: In accordance with the law, MSU provides academic accommodations for students with documented disabilities. Students with documented disabilities who believe they may need accommodation in this class are encouraged to notify the instructor and to contact the MSU Disability Support Services, Clark Student Center, Room 168, phone: 940 – 397 – 4140.

Campus Carry Policy
Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at Campus Carry Policy

Attendance Policy
This course has a strict attendance policy. Professional teachers are dependable, reliable, and responsible. Therefore, you are expected to be on time and in attendance at _every_ class. Tardiness, leaving early, and absences are considered evidence of lack of dependability and are taken seriously.
   1. If you are absent, your grade will be reduced.
   1st Absence – No penalty. (Please use the first absence wisely such as   family events, conferences, and social activities, etc).
   2nd Absence – 60 points deducted from your final grade average
   3rd Absence – 100 points deducted from your final grade average

More than 3 absences – additional 100 points deducted from your final grade average for each absence beyond the first 3.
If you have an unexpected medical treatment, you must turn in a doctor's note at the time you return to class. It is your responsibility to provide the written documentation to the instructor to avoid the loss of points.

2. Punctuality is also expected for all classes. Arriving 10 minutes late for the class is considered a tardy. Three tardies will result in a loss of 50 points from your final point total. Five tardies will lose 100 points in your final point total. When you arrive 20 minutes after class has started or leave before it ends you will be counted absent for that class period.

3. Do not use your laptop to do any assignments in the class. You are supposed to do your assignments after the class.

4. Make your cell phone vibrate during class time. Texting is very distracting in the class. Do not do it!!

<center>Late Assignment Policy</center>

No late work is acceptable. 50 points per day will be deducted for late assignments. Arrangements for exceptional cases must be made AT LEAST two days prior to the due date, but only one time per semester. Turn in your assignments with a hard copy on the due day which is listed on the course calendar**.**

<center>Inclement Weather Policy</center>

In case of inclement weather, the instructor will post an announcement regarding the status of the class through email. Students are also encouraged to call the department if they have no immediate access to the Internet.

<center>Assignments</center>

Weekly Reading Response Journal
Each week you need to respond to the class reading that links the textbook and lecture notes. Be sure that each response uses the following format.
1. Four key points you learned/found while reading: you will cite at least four specific pieces of research, findings, suggestions from the textbook (Chapter/page/author) and lecture notes**.** What was learned that was new/interesting? Discuss how these points relate to your current situation (if applicable) and classroom concepts (e.g., teaching/learning experience/teaching ideas).
2. One key point you have a question about/found confusing/disagreed with**:** you will cite at least 2 specific pieces of information from the textbook**,** noting the chapter/page/author/ and what remaining questions you have, why you are confused, why you disagree. Discuss

how these points relate to your current teaching situation (if applicable) and classroom concepts (teaching/learning experience/teaching ideas).

3. One point you would like more information about**:** you will cite at least one piece of information from the textbook and**/**or lecture notes you would like to explore further. Discuss how this issue relates to you with personal teaching and learning experiences/teaching ideas. The example and the rubric are listed on page numbers 14-15.

ESL Teaching Resources Folder
You need to prepare a folder of content-related, comprehensible and culturally sensitive materials appropriate for ELs and LEP students in your future classes. Your folder has three sections including :(1) a minimum of 10 teaching resources (e.g., websites, books, articles, strategies, assessments, etc.). In this section, you need to discuss why you select these resources, and how you will use these resources in your class. (2) Descriptions of five multicultural activities (holiday events, food festival, etc.) for creating an effective multicultural and multiannual learning environment. You need to discuss why you design/select these activities and how you will use these activities in your class. (3) A minimum of three community resources (e.g., Adult learning center in Region 9, organizations, etc.). In this section, you need to discuss how to use these resources to promote community involvement and find these resources and how you will participate with the ELs and LEP students' community. The rubric is listed on page 16.

Evaluate and Modified Lesson Plan Template
You need to select a content-based lesson on Youtube that is appropriate to your subject of interest and modify it in order to accommodate ELs and LEP students. You will use a rubric to evaluate the lesson you watch. You must choose a content lesson from math, science, social studies, or language arts. Modify the selected lesson for each of the four levels of English proficiency (beginning, intermediate, advanced, and advanced high). Many teaching videos do not provide a written lesson plan. You need to summarize the teaching lesson, including the name of the lesson and links. You need to use a modified lesson plan template to identify modifications you believe the original lesson plan needs to make. You need to turn in an evaluation checklist, an original lesson plan (based on your summary), and the modified lesson plan template. The checklist is found on page numbers 17-20 and the template and the rubric are listed on pages 21-24.

ELL Portfolio
This is the key assessment across different courses. The purpose of this assignment is for you to research, identify, and model instruction strategies that are effective in addressing the needs of ELs and LEP students in a mainstream classroom setting. In this portfolio you will complete the following three parts.

Part 1: English Language Proficiency Standards (ELPS) and Texas Cord
In this part of the portfolio you need to explore the ELPS, Chapter 89 of the Texas Administrative code, and section 29 of the Texas Education code. Once you finish exploring the state laws, you need to respond to several questions and answer each question in complete sentences. For example: when should a student be identified as limited English proficient in the academic school year? What does LPAC stand for? Who serves on the LPAC? What are the duties of the LPAC (More detailed questions will be given in the class.

Part 2. Strategies used
You need to complete the instructional Strategies for ELs and LEP students. The template is listed on page number 25.

Part 3. SIOP lesson plan
You need to prepare 2 sheltered content lesson plans demonstrating your knowledge of ESL methods and your ability to plan appropriate instruction for ELs and LEP students. Lesson plans will be assessed according to a modified Sheltered Instruction Observation Protocol (SIOP). Lesson plan template and an example of the SIOP are listed on page numbers 26-30. The ELL portfolio rubrics are listed on page numbers 31-37.

Part 4: Instructional Strategy Modeling Video and Reflection
In this section, you will model an instructional strategy and complete a 15-20 minute recording. You should use an instructional strategy from the chart completed in Part II with at least 1 child or adolescent.

For the video, you should do the following (a) with parental permission, recruit one or two youth EL students to use during your video (b) Place the video camera so that the camera records your demonstration and does not show the faces of the participants (e.g., the camera and students are both facing you so that students' faces are not visible to the camera). (c)Model the instructional strategy during the mini lesson. Your mini-lesson should be no longer than 20 minutes in length.

After reviewing the recording, reflect on the following items. Your response should be 100 words or more for each of the questions and should reference specific times/examples in the video recording to support your ideas when appropriate. (a) Which instructional strategy did you choose and why do you believe it would be effective in teaching English learners. (b)What challenges and successes did you experience while modeling the strategy during the mini-lesson? (c)How did the students respond to the strategy? What specific student behaviors indicated the strategy was effective, or not effective, with the students? (d) What improvements or changes would you make in the future when using this instructional strategy with English learners?

 ESL Strategy Presentation (Pair Work)
You are required to select and read 5 children's books during the semester. You need to use the 5 books to develop a thematic unit to teach ELs and LEP students' reading and writing skills across different content areas. Component Parts of This Thematic Unit:
   a) Theme: Select an appropriate theme reflecting texts you read such as STEM, weather, ocean, family structure, etc. You need to explore 4 aspects

of your themes. For example, Weather conditions include hurricane, tornados, blizzards, and droughts.

b) Grade Level:

c) Focus: Develop a one-sentence focus statement that summarizes the direction and intent of the unit.

d) Objectives: Identify three or four specific objectives you wish students to master by the completion of the unit.

e) Materials and Resources: Determine all the necessary materials and resources after the unit has been written.

f) Reading and Writing Activities: Develop activities you wish to use throughout the unit, at least 2 strategies for each book.

g) Discussion Questions: Include a variety of open-ended questions that help students think about the topic in varied and divergent ways.

h) Evaluation: Develop appropriate assessments to evaluate student progress throughout the unit. Avoid relying on formal pencil and paper test; select criteria to measure growth.

i) Presentation content: You need to summarize each strategy and discuss how to use each strategy to help the student develop L2 language and literacy, and how it makes content comprehensible. You need to state standards that align with each strategy. Then you need to select one strategy to demonstrate how to use the strategy with ELs or ELP students in a content classroom. You also need to provide a handout of your selected strategy to your classmates. The handout will include 3-4 links that your classmates can use to learn about the strategy. The checklist and the rubric are listed on page numbers 38-40.

Some example Strategies for Using Writing and Reading
- ✓ K-W-L
- ✓ Skimming and Scanning (Comprehension)
- ✓ List-Group-Label
- ✓ Book pass
- ✓ Text Structures and Supports
- ✓ Developing Questions for reading: concept ladder
- ✓ Book in a day
- ✓ Reciprocal Teaching (comprehension)
- ✓ DR-TA (Directed Reading-Thinking Activity)
- ✓ Learning Logs
- ✓ Compare and Contrast
- ✓ QAR (Question-Answer Relationship)

ESL Supplemental Practical Exam (Short Version) and ESL Supplemental Practical Exam (Long Version)

For the Supplemental Exam, WFISD and other districts in Texas are really looking at having all of their new hires be ESL endorsed; this is different

from ESL certified. For ESL endorsement, you only need to take the ESL test and pass it with an 80% or better. Once you pass the test, you pay a fee to have it added to your license, just like you have to do with any other test you take (e.g., PPR, Bilingual Generalist, Special Ed.). Then, your score is good for 5 years, but you still have to take a certain number of professional development hours (depending on your school district) to maintain your endorsement. It really does help you be more marketable.

This practice test will comprehensively address the main themes of this test, such as: Language Concepts and Language Acquisition an ESL Instruction and Assessment, as well as Foundations of ESL Education, Cultural Awareness, and Family and Community Involvement. Review of some practical exam questions for each domain will be provided.
ESL TExES supplemental exams are included:
Domain I- Language concepts and language acquisition (25%**)**
- Competency 001: The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
- Competency 002: The ESL teacher understands the processes of the L1 and L2 acquisition and the interrelatedness of L1 and L2 development.

Domain II- ESL instruction and assessment (45%)

- Competency 003: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.
- Competency 004: The ESL teacher understands how to promote students' communicative language development in English.
- Competency 005: The ESL teacher understands how to promote students' literacy development in English.
- Competency 006: The ESL teacher understands how to promote students' content-area learning, academic-language development, and achievement across the curriculum.
- Competency 007: The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

Domain III- Foundations of ESL education, cultural awareness, and family and community involvement (30%)
- Competency 008: The ESL teacher understands the foundations of ESL education and types of ESL programs.
- Competency 009: The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural learning environment.

- Competency 010: The ESL teacher knows to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Grading

Course Grade - Final grade will be determined by the number of points earned through completion of the following assignments and your attendance. You are required to finish all of the assignments in order to receive a complete final grade. If you have any unfinished assignment, you will receive "incomplete" on your final grades till you completely finish all course required assignments. Meanwhile, you will lose 10 points on your final grade.

Table 1: Points for each assignment

Assignments	Points
Weekly Reading Journal	300
ESL Teaching Resources Folder	100
Evaluate and Modified Lesson Plan Template	100
ELL Portfolio	200
ESL Strategy Presentation	150
ESL Supplemental Practical Exam	150
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A	900 to 1000
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Course Schedule:

Week	Activities	Due Date
Week 1 Aug.23	1.Course Overview Key terms in ESL education Bilingual Ed vs. ESL Research: ELs in Texas	NA
Week 2 Aug.30	2.Chapter 1 What is culture? ESL English Learner Program Models	NA Speaking in Tongues (DVD)-4 children speak different languages in different ESL programs
Week 3 Sept.6	3.Labor Day	No Class
Week 4 Sept.13	4.Chapter 2 Factors affecting Second Language Acquisition (SLA) SLA Theories Intro. linguistics Academic vs Social language Cummins' Quadrants	Practice 1-5 Strategy (Herrell & Jordan Text)
Week 5 Sept.20	5.Chapter 3 Traditional and current methods of teaching ESL Intro to Sheltered Instruction (SIOP Model) Planning sheltered content lesson Selecting ESL strategies Learning strategies ELPS language objectives	Practice 6-10 Strategy (Herrell & Jordan Text) ESL Supplemental Practical Exam (Short Version) Due
Week 6 Sept.27	6.Chapter 4 New literacies Technology to differentiate instruction for ELs	Practice 11-15 Strategy (Herrell & Jordan Text)
Week 7 Oct.4	7.Chapter 5 Oral language development and error correction Oral language teaching strategies & assessment (IPI, SOLOM, TELPAS) Reading fluency (DVD training)	Practice 20-25 Strategy (Herrell & Jordan Text) ** Bring your first draft Sheltered lesson plan to the class
Week 8 Oct.11	8.Chapter 6 Early literacy development Phonemic awareness and phonics instruction (DVD training)	Practice 21-25 Strategy (Herrell & Jordan Text) **Weekly Reading Response Journal (Chapters 1-5) due on Oct.17th at 11:59pm

Week	Activities	Due Date
Week 9 Oct.18	9.Chapter 7 Vocabulary development and strategies Vocabulary Development (DVD training)	Practice 26-30 Strategy (Herrell & Jordan Text)
Week 10 Oct.25	10.Chapter 8 L2 writing development and L2 writing instruction Writing sample analysis	Practice 31-35 Strategy (Herrell & Jordan Text) **Evaluate and Modified Lesson Plan due on Oct.31st at 11:59pm
Week 11 Nov.2	11.Chapter 9 L2 reading development Reading comprehension (DVD training)	Practice 36-40 Strategy (Herrell & Jordan Text)
Week 12 Nov.8	12.Chapter 10 Content Area Reading (before, during, after reading text analysis)	Practice 41-45 Strategy (Herrell & Jordan Text) **ESL teaching resources folder due on Nov.14th at 11:59pm
Week 13 Nov.15	13.Chapter 11 Differentiating Assessment for language proficiency After reading strategy	Practice 46-50 Strategy (Herrell & Jordan Text)
Week 14 Nov.22	14.ESL strategy presentation (Group 1)	**Weekly Reading Response Journal (Chapters 6-11) due on Nov.28th at 11:59pm ** Presentation
Week 15 Nov.29	15.ESL strategy presentation (Group 2)	**Presentation
Week 16 Dec.6	16.Final Exam (5:45pm-7:45pm) Online	** ESL Practical Exam ** Submit ELL Portfolio to TK-20 before Dec. 10th

Appendix A:

WCOE Conceptual Framework/ Standards (InTASC):

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

References

Texas Education Agency. (2019). English as a Second Language (ESL) competency. Retrieved from August 20, 2021, from https:// tea. texas.gov

Standards EC-6. Retrieved August 19, 2021, from PPR EC-6

Texas Education Agency. (2020). Science of Teaching Reading Exam. Retrieved August 19, 2021, from TEA STR Exam