



Course Syllabus: Language and Literacy

College of Education
ECED 4123 Section X 180
Fall 2024

Contact Information

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Textbook & Instructional Materials

Morrow, L. M. (2020). *Literacy Development in the Early Years: Helping Children Read and Write* (9th ed). Boston: Allyn & Bacon.

Course Description

Emphasis on how young children's language and literacy develop and the application of developmentally appropriate practice in planning for instruction

Course Goals

The goal of this course is to provide you with an understanding of how young children acquire language and aspects of literacy (i.e. reading, writing, speaking, and listening) and how they develop from birth to age eight. The course also provides suggestions for developmentally appropriate instructional practices.

Course Overview

1. Foundations of Early Literacy Development: Surveying the Past to the Present
2. Strategies to Figure out Words: Phonological Awareness, Phonemic Awareness, and Phonics
3. Literacy and Diversity: Meeting Needs of Children with Special Concerns
4. Language and Vocabulary Development
5. Developing Comprehension of Text and Concepts about Books
6. Assessing Early Literacy Development in Order to Design Instruction
7. Writing, Spelling, and Literacy Development
8. Motivating Reading and Writing
9. Organizing and Managing the Literacy Program

10. Family Literacy Partnerships: Home and School Working Together

Course Objectives

The course learning objectives are aligned with state standards including the National Association for the Education of Young Children (NAEYC) standards TExES EC-6 Core Subject ELAR Standards/examination framework, and Science of Teaching Reading (STR) standards, STR examination framework, and Texas Teacher Standards (TAC Chapter 149).

1. Understand the components of literacy, including reading, writing, speaking, listening, and viewing, and how they are related (ELAR standards and competencies; STR standards and competencies; NAEYC Standard 2 and 3; TAC Standard 3).
2. Understand children's language and literacy development and how to identify and accommodate for factors that impact student language and literacy learning (ELAR standards and competencies; STR standards and competencies; NAEYC Standard 2 and TAC Standard 2).
3. Understand aural/oral/visual literacy processes and skills (i.e. types of and purposes of listening, speaking, and viewing; phonological awareness processes and concepts of print awareness; types of and purposes for oral expression activities (ELAR standards and competencies; STR standards and competencies; NAEYC Standard 2 and 3; TAC Standard 3).
4. Know about the developmental reading processes from birth to age eight and how to best foster literacy at each stage of development (ELAR standards and competences; STR standards and competencies; NAEYC Standards 2 and 3; TAC Standard 2).
5. Understand the writing process, as well as developmental early writing and the stages of writing development (ELAR standards 8 and 9; ELAR competencies 8 and 9; TAC Standard 3).
6. Know about and use children's literature to foster reading for each stage of reading from birth to age eight. (ELAR standards and competencies; TAC Standard 3 & 4)
7. Know how to encourage parents to apply language arts skills (including reading) as a vehicle for learning (NAEYC standard 1, 6, and 7-10; TAC Standard 2,3 & 4)
8. Understand how to assess and document student progress in language and literacy development (ELAR Standard 10 and competency 10; STR standards and competency 2; NAEYC standard 4; TAC Standard 1 & 6).

Standards

The detailed list of each standard and exam framework is listed below: the National Association for the Education of Young Children (NAEYC), standards TExES EC-6 Core Subject ELAR Standards/examination framework, Science of

Teaching Reading (STR) standards, STR examination framework, and Chapter 110 Texas Essential Knowledge and Skills (TEKS) for Elementary English Language Arts and Reading. WCOE Conceptual Framework and TEKS Standards are listed on Appendix C and D.

The National Association for the Education of Young Children (NAEYC) standards

Standard 1: Relationships: promote positive relationships among all children and adults. It encourages each child's sense of individual worth and belonging as part of a community and fosters each child's ability to contribute as a responsible community member.

Standard 2: Curriculum: is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.

Standard 3: Teaching: uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the curriculum goals.

Standard 4: Assessment of Child Progress: is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop.

Standard 5: Health: promotes the nutrition and health of children and protects children and staff from illness and injury. Children must be healthy and safe in order to learn and grow.

Standard 6: Staff, Competencies, Preparation, and Support: employs and supports a teaching staff with the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.

Standard 7: Families: establishes and maintains collaborative relationships with each child's family to foster children's development in all settings.

Standard 8: Community Relationships: establishes relationships with and uses the resources of the children's communities to support the achievement goals.

Standard 9: Physical Environment: as a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments.

Standard 10: Leadership and Management: effectively implements policies, procedures, and systems that support stable staff and strong personnel, and fiscal and program management so all children, families, and staff have high-quality experience.

TExES EC-6 Core Subject ELAR Standards

Standard 1: Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard 2: Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard 3: Alphabetic Principles: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard 4: Literacy Development and Practices: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard 5: Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard 6: Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard 7: Reading Comprehension: teachers understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension.

Standard 8: Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard 9: Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard 10: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

TEXES EC-6 Core Subjects ELAR Examination Framework

Competency 001-Oral Language: The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides students with varied opportunities to develop listening and speaking skills.

Competency 002 (Phonological and Phonemic Awareness): The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness

Competency 003 (Alphabetic Principle): The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

Competency 004 (Literacy Development): The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.

Competency 005 (Word Analysis and Identification Skills): The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.

Competency 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Competency 008 (Vocabulary Development): The teacher knows the importance of vocabulary development and applies that knowledge to teach reading, listening, speaking and writing.

Competency 009 (Reading, Inquiry and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective

Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

Science of Teaching Reading Standards (STR Standards)

Standard 19 §TAC 235.15 (a) Early Childhood: Prek-Grade 5 standards: The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgments, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students.

Standard 19 §TAC 235.15 (b) Reading Development: Demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading (1) oral language development; (2) print awareness; (3) phonological and phonemic awareness; (4) phonics; (5) fluency; (6) vocabulary development; (7) comprehension of literary text; (8) comprehension of informational text; and (9) beginning strategies and reading comprehension skills.

Standard 19 §TAC 235.15 (c) Reading Pedagogy: 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) implementing both formal and informal methods of measuring student progress in early reading development;(2) designing and executing developmentally appropriate, standards-driven instruction that reflects evidence-based best practices; and (3) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

Science of Teaching Reading (STR) Examination Framework

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

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

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.

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.

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.

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.

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.

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.

Technology Applications for All Teachers Standards

Standard V. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

5.10s: use a variety of instructional strategies to ensure all students' reading-comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts.

Dispositions

1. The education and reading faculty expect students to demonstrate the performances essential for meeting the educational needs of all children.
2. Early childhood and reading education professionals are committed to using research-based, developmentally appropriate instruction.
3. Early childhood and reading education professionals assess learner strengths and needs to plan developmentally appropriate instruction.
4. Early childhood and reading education professionals advocate assessments that consist of both formal and informal multiple assessments conducted over time which compare the child's past and present abilities.
5. Early childhood and reading education professionals display positive dispositions related to early childhood and to the teaching of reading.
6. Early childhood and reading education professionals value students' interests, backgrounds, and reading abilities as foundations for a developmentally appropriate early childhood reading program.
7. Early childhood and reading education professionals model related reading and writing experiences enthusiastically as valued lifelong activities.
8. Early childhood and reading education professionals assist families to find enjoyable ways to support and develop learning begun at school.

Special Training

Students will receive four special in-personal training sessions to develop reading and writing activities for young children (K-2). The instructor will invite local elementary school teachers to share their teaching experience in relation to language and literacy development.

Key Assessments

Phonological Awareness project and teaching demonstration, literacy bag project and presentation, midterm and final exams.

Campus Carry Policy

(a) Active Shooter:

Senate The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: "Run. Hide. Fight."

(b) 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](#)

Additional Class Policies

1. Written work-should be completed in a professional style. All assignments have a component for correct spelling, grammar, and mechanics. Quality work is highly expected.
2. Be prepared- Read assignments and/or complete assigned work before coming to class. Thirty (30) points per day will be deducted for late assignments. Arrangement for exceptional cases must be made AT LEAST two days prior to the due date. Assignments more than one week late will not be accepted for credit.
3. Adhering to professional ethics- When using professional sources in your writing, please cite sources you have used or ideas you have adapted when completing assignments. Use of copyrighted materials must adhere to legal and ethical guidelines.

Americans with Disabilities Acts

The Americans with Disabilities Act (ADA) is a federal anti-Discrimination law that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodation can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.

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

“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, authenticity, and educational purposes.” (Student Handbook).

AI /Chat GPI Policy

The MSU Student Handbook covers Academic Honesty under University Policies and procedures. Academic dishonesty is defined as cheating, collusion, and plagiarism.

- Cheating is (1) the use of any unauthorized assistance, (2) dependence upon the aid of sources beyond those authorized by the instructor, or (3) acquisition without permission, of tests of other academic materials.
- Plagiarism is the use of another person’s published or unpublished work without full and clear acknowledgement.
- Collusion is collaboration with another person is preparing work offered for credit if the faculty member in charge does not authorize that collaboration.

AI/Chat GPT are relevant to the academic domain. All writing assignments should be well-prepared and created by the students for this course. Writing, analytical, and critical thinking skills are part of the learning outcomes of this course. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism (Source from Texas Tech University).

Obligation to Report Sex Discrimination under State and Federal Law
Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University’s Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or

employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

Attendance Policy

The content of this course is presented via class discussions, demonstrations, lectures, readings, and small group activities. Your attendance and participation are required to obtain a complete understanding of course material. It is the student's responsibility to make up any missed work. If you miss class, you must obtain notes, class announcements, assignments, handouts, etc. from another student prior to the next scheduled class time. Excused absences will be approved on a case by case basis only.

a. 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.

b. If you are absent, your grade will be reduced.

1st Absence – No penalty. (Please use the first absence wisely such as family events, conferences, or other social activities)

2nd Absence – 50 points deducted from your final grade average

3rd Absence – 80 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, car accident or a family emergency, etc. You must turn in a doctor's note and/or official documents 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.

c. Punctuality is also expected for all classes. When you arrive 10 minutes after class has started you are 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.

d. Disability Access: In accordance with the law, MSU provides academic accommodation 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.

e. Do not use your laptop to do any assignments in the class. You are supposed to do your assignments after the class. It may result in your being issued a fitness alert if the instructor finds that you are doing homework and/or if you are

on a social network website (e.g., Facebook, Twitter, etc). Meantime, you will lose 300 points.

f. Set your cell phone on vibrate during class time. Texting is very distracting in the class. Do not do it!! Be considerate of others and do not take calls or text messages during class because it interrupts the learning process of other students. Please use your cell phones on break and not during class.

Assignments

Participation in a variety of class/group activities

Just attending class is not sufficient to earn the class participation credit, but you must be present in order to participate. Unexcused absences will affect your participation grade. Come to class prepared and ready to actively participate in each class session: ask questions, answer questions, share your knowledge and experiences, and actively participate in whole class and small group discussions and activities. Read any assigned course materials, bring your texts and course materials to every class session, and take responsibility for your share of the discussion. One of the privileges of a community of learners is gaining feedback from others as you learn. Take advantage of this privilege—study with members of the class, and discuss ideas with group members. Absence will affect your participation grade. Each absence will lose 20 points for participation.

Evaluation criteria: (a) actively engage others in constructive discussion, questioning, and querying during class sessions to assist in the development of self-reflective practice (Brown, 1997), (50 points), and (b) group evaluations of participation (50 points).

Children’s Literature Sample for Phonological Awareness (Individual)

You will choose three children’s picture books that you can use to help children develop phonological awareness. Your books and activities should focus on any three different aspects of phonological awareness (e.g., phonemic awareness, syllabication, rhyme recognition, phoneme matching, alphabet knowledge, beginning sounds, and/or phoneme manipulation, etc.) and phoneme manipulation (e.g., substituting or deleting phonemes).

You will prepare a paper, one and one half to two pages, single-spaced, 12 font, Times New Roman font on each book you choose. The paper includes four parts:

- (1) In section one; write a brief summary of the book.
- (2) In section two, identify and describe a phonological awareness aspect with an example from the textbook that explains the aspect you are focusing on with this children’s book.
- (3) In the third section, describe a phonological awareness activity for the book. Include a step by step description of the procedure for the activity. This should be detailed enough so that anyone could follow the procedure. (Look to your textbook, the library and online for ideas).
- (4) In section four, describe a book extender activity you would use in the classroom. Include the step by step detailed procedure for the book extender activity.

A rubric is provided to assist you with the written paper. Each written paper will be evaluated according to the rubric requirements. You will discuss the books from your literature sample in groups according to the tentative schedule. Assignment Evaluation Criteria: (1) Written descriptions using children's books to teach at least three different types of phonological awareness aspects (2) Group discussion of three literature sample books (3) Quality of writing (a) the paper does not have grammatical errors; (b) the paper has an effective introduction, activities, and conclusions. Heading and subheadings within the paper facilitate comprehension, (c) Ideas flow logically and are sufficiently developed. The rubric is listed on pages 17-18.

Presentation- Teaching Demonstration (Individual)

You will choose one of the three children's books from the preceding assignment and develop a phonological awareness lesson plan using the phonological awareness activity and the book extender activity from your paper. You will teach the lesson with props and lesson materials. Submit your teaching lesson plan to D2L. Evaluation Criteria: (a) lesson presentation with props and materials, (50 points) and (b) written lesson plan to be handed in (50 points). The lesson plan contents (a) Title, (b) Purpose of the lesson plan, (c) Description of the procedures, (d) Assessment/Evaluation learning/objectives, (e) Materials, (f) References. The lesson plan format is attached. Each student will have a 15 minute-presentation on this assignment.

Literacy Bag and Presentation (Group Project)

You and your partners (3 students per group) are required to develop a book bag that may be used for one-to-one instruction with a primary grade (K-2) child. This bag will include (a) two quality children's picture books. You will not be allowed to use the same children's books for the project: Children's Literature Sample for Phonological Awareness, (b) a recording of the picture books (CD for full credit), - record the books by yourself. (c) an enrichment game/activity, (d) a list of ten activities that the student/teacher could do together in a short period of time, (e) a list of materials included in the packet as well as a list of consumable materials needed for the activities. You will also share the bag with a primary-age child and will then write a two-page typed reflection about the one-to-one experience with the primary-age child. This reflection should include both positives and negatives of the experience and how the student would revise the assignment based upon the interaction with a child. Finally, you will share your book bag with the whole class. A detailed book bag rubric is found on pages 19-20.

Clinical Experience: Story Telling (Pair Project)

You and your partner need to find a local early childhood center such as (Early Head Start, Head Start) and read a book to children as well as provide follow up activities for them to do. Do this just one time per semester. It may take you 15-20 minutes to finish the project. The instructor can organize a place for you if you need a place to work with young children. A clinical experience timesheet is listed on page number 21. You also need to upload your timesheet to D2L.

Midterm and Final Exams

Prepare for and complete the mid-term exam and the final exam. You will be successful with these exams if you keep up with the required reading, actively participate in class sessions, and apply critical thinking skills at all times. You need to take the midterm exam and the final exam online.

Scoring for Each Reading Core Components

As a future elementary educator, you need to understand and know how to teach the five core components of scientifically based reading instruction throughout this course. Scientifically based reading instruction (SBRI) is grounded in the research on how students learn to read, which builds off the [2000 National Reading Panel report](#) (synthesizing decades of research) that emphasized the importance of alphabets (phonemic awareness and phonics), fluency, vocabulary, and comprehension.

- **Phonemic awareness:** The ability to focus on and manipulate the sounds made by spoken words.
- **Phonics:** The relationship between the sound of spoken words and the individual letters or groups of letters representing those sounds in written words.
- **Fluency:** The ability to read a text accurately and quickly while using phrasing and emphasis to make what is read sound like spoken language.
- **Vocabulary:** Knowledge about the meanings, uses, and pronunciation of words.
- **Comprehension:** Constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows.

Each of the five core components (Phonemic awareness, phonics, fluency, vocabulary, comprehension) is assessed separately based on all four instructional approaches within the course, earning up to 100 points per component.

Instructional Approach	Component Analysis (Across the course)	Points Earned for each component
Instructional Hours	(1) Phonemic Awareness-2 hours;(2) Phonics- 2 hours (3) Vocabulary- 3 hours; (4) Comprehension- 3 hours, (5) Fluency- 2 hours	20
Objective Measure of Knowledge	Two exams, Children's literature Projects, Teaching Presentation, Literacy Bag, and Clinical Experience.	30
Practice/Application	Teaching Presentation, Literacy bag project and Clinical Experience.	30
Background Materials	One Textbook, four supplementary materials, and five video teaching demonstrations.	20
Total Points earned for Each Component		100

Grading

Course Grade - Final grade will be determined by the numbers of points earned through completion of the following assignments: 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 100 points for your final grade.

Table 1: Points for each assignment

Assignments	Points
Participation	100
Children's Literature Sample for Phonological Awareness	300
Presentation- Teaching Demonstration	100
Literacy Bag	200
Clinical Experience: Story Telling	100
Midterm Exam	100
Final Exam	100
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

Dates	Activity	Assignment
Week 1 Aug.29	1.Course Introduction	None
Week 2 Sept.5	2. Looking at an Exemplary Early Literacy Classroom & Foundations of Early Literacy Development	Chapter 1 & 2
Week 3 Sept.12	3. Strategies to Figure Out Words: Phonological Awareness, Phonics, and More	Chapter 7 & 8
Week 4 Sept.19	4. Literacy and Diversity: Teaching Children with Special Concerns and Language Development	Chapter 4 & 5
Week 5 Sept.26	5. Language and Vocabulary Development	Chapter 6
Week 6 Oct.3	6. Midterm Exam (Chapters 1,2,4,5,6,7,8)- Online	** Online midterm exam due
Week 7 Oct.10	7. Developing Comprehension and Fluency	Chapter 9 ** Phonological Awareness Book #1, and Book Discussion Due (<i>Bring a children's picture book that promotes phonological awareness to share in your group</i>).
Week 8 Oct.17	8. Review Assessment in Early Literacy: A Guide for Designing Instruction	Chapter 3
Week 9 Oct.24	9. Writing, Spelling, and Literacy Development	Chapter 10 ** Phonological Awareness Book #2, Book Discussion Due. (<i>Bring a children's picture book that promotes phonological awareness to share in your group</i>).

Date	Activity	Assignment
Week 10 Oct. 31	10. Presentation	** Literacy Bag Due
Week 11 Nov.7	11. Motivating Reading and Writing with Well-Known and New Literacies, and Using Children's Literature	Chapter 11 & 12 ** Phonological Awareness Book # 3, Book Discussion Due. (Bring a children's picture book that promotes phonological awareness to share in your group).
Week 12 Nov.14	12. Organizing and Managing the Literacy Program	Chapter 13 ** Three Children's Literature Written Paper Due (Upload to D2L before 11:59 pm)
Week 13 Nov.21	13. Family Literacy Partnerships: Home and School Working Together	Chapter 14
Week 14 Nov.28	14. Thanksgiving Holidays	No Class
Week 15 Dec.5	15. Presentation	** Teaching demonstration using children's book due ** Clinical Experience: Story telling due before 11:59pm.
Week 16 Dec.10 (Final Exam)	16. Final Exam Schedule will be Dec. 10, Tuesday, 3:30pm-5:30 pm	** Online Final Exam (Chapters 3, 9-14) Due

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.

Appendix B: Texas Essential Knowledge and Skills for English Language Arts and Reading

110.2 English Language Arts and Reading, Kindergarten

(a) Introduction.

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using meta-cognitive skills.

(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates,

summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively and ask questions to understand information and answer questions using multi-word responses; (B) restate and follow oral directions that involve a short, related sequence of actions; (C) share information and ideas by speaking audibly and clearly using the conventions of language; (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and (E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. (A) demonstrate phonological awareness; (B) demonstrate and apply phonetic knowledge; (D) demonstrate print awareness; and (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (A) use a resource such as a picture dictionary or digital resource to find words; (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.

(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student is expected to: (A) establish purpose for reading assigned and self-selected texts with adult assistance; (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; (C) make and confirm predictions using text features and structures with adult assistance; (D) create mental images to deepen understanding with adult assistance; (E) make connections to personal experiences, ideas in other texts, and society with adult assistance; (F) make inferences and use evidence to support understanding with adult assistance; (G) evaluate details to determine what is most important with adult assistance; (H) synthesize information to create new understanding with adult assistance; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.

(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. (A) describe personal connections to a variety of sources; (B) provide an oral, pictorial, or written response to a text; (C) use text evidence to support an appropriate response; (D) retell texts in ways that maintain meaning; (E) interact with sources in meaningful ways such as illustrating or writing; and (F) respond using newly acquired vocabulary as appropriate.

(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary. The student is expected to: (A) discuss topics and determine the basic theme using text evidence with adult assistance; (B) identify and describe the main character(s);

(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and (D) describe the setting.

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;

(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems; (C) discuss main characters in drama; (D) recognize characteristics and structures of informational text; (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and (F) recognize characteristics of multimodal and digital texts. (9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. (A) discuss with adult assistance the author's purpose for writing text; (B) discuss with adult assistance how the use of text structure contributes to the author's purpose; (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes; (D) discuss with adult assistance how the author uses words that help the reader visualize; and (E) listen to and experience first- and third-person texts.

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (A) plan by generating ideas for writing through class discussions and drawings; (B) develop drafts in oral, pictorial, or written form by organizing ideas; (C) revise drafts by adding details in pictures or words; (D) edit drafts with adult assistance using standard English conventions, and (E) share writing.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. (A) dictate or compose literary texts, including personal narratives; and (B) dictate or compose informational texts.

(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult assistance; (C) gather information from a variety of sources with adult assistance; (D) demonstrate understanding of information gathered with adult assistance; and (E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

§110.3 English Language Arts and Reading, Grade 1

(a) Introduction.

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writ-

ing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using meta-cognitive skills.

(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure

the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; (B) follow, restate, and give oral instructions that involve a short, related sequence of actions; (C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and (E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.

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

(i) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) distinguishing between long and short vowel sounds in one-syllable words; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words; and (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; (B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs;

and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list;

(C) demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and tri-graphs; (iii) spelling words using sound-spelling patterns; and

(iv) spelling high-frequency words from a research-based list; (D) demonstrate print awareness by identifying the information that different parts of a book provide; (E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and (F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. (A) use a resource such as a picture dictionary or digital resource to find words; (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;(C) identify the meaning of words with the affixes -s, -ed, and -ing; and(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (A) establish purpose for reading assigned and self-selected texts with adult assistance; (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; (C) make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; (D) create mental images to deepen understanding with adult assistance; (E) make connections to personal experiences, ideas in other texts, and society with adult assistances; (F) make inferences and use evidence to support understanding with adult assistance; (G) evaluate details to determine what is most important with adult assistance; (H) synthesize information to create new understanding with adult assistance; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe personal connections to a variety of sources; (B) write brief comments on literary or informational texts; (C) use text evidence to support an appropriate response; (D) retell texts in ways that maintain meaning; (E) interact with sources in meaningful ways such as illustrating or writing; and (F) respond using newly acquired vocabulary as appropriate.

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) discuss topics and determine theme using text evidence with adult assistance; (B) describe the main character(s) and the reason(s) for their actions; (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and (D) describe the setting.

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems; (C) discuss elements of drama such as characters and setting; (D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance; (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and (F) recognize characteristics of multimodal and digital texts.

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (A) discuss the author's purpose for writing text; (B) discuss how the use of text structure contributes to the author's purpose; (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes; (D) discuss how the author uses words that help the reader visualize; and (E) listen to and experience first- and third-person texts.

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to (A) plan

a first draft by generating ideas for writing such as by drawing and brainstorming; (B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details; (C) revise drafts by adding details in pictures or words; (D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and (E) publish and share writing.

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

The student is expected to: (A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant sources and information to answer the questions with adult assistance; (D) demonstrate understanding of information gathered with adult assistance; and (E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

§110.4 English Language Arts and Reading, Grade 2

(a) Introduction.

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized

when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; (B) follow, restate, and give oral instructions that involve a short, related sequence of actions; (C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and (E) develop social communication such as distinguishing between asking and telling.

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (A) demonstrate phonological awareness by: (i) producing a series of rhyming words; (ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and (iv) manipulating phonemes within base words; (B) demonstrate and apply phonetic knowledge by: (i) decoding words with short, long, or variant vowels, tri-graphs, and blends; (ii) decoding words with silent letters such as knife and gnat; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and (vii) identifying and reading high-frequency words from a research-based list; (C) demonstrate and apply spelling knowledge by: (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling words with silent letters such as knife and gnat; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; (D) alphabetize a series of words and use a dictionary or glossary to find words; and (E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to (A) use print or digital resources to determine meaning and pronunciation of unknown words; (B) use

context within and beyond a sentence to determine the meaning of unfamiliar words; (C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and

(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (A) establish purpose for reading assigned and self-selected texts; (B) generate questions about text before, during, and after reading to deepen understanding and gain information; (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; (D) create mental images to deepen understanding; (E) make connections to personal experiences, ideas in other texts, and society; (F) make inferences and use evidence to support understanding; (G) evaluate details read to determine key ideas; (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources; (B) write brief comments on literary or informational texts that demonstrate an understanding of the text; (C) use text evidence to support an appropriate response; (D) retell and paraphrase texts in ways that maintain meaning and logical order; (E) interact with sources in meaningful ways such as illustrating or writing; and (F) respond using newly acquired vocabulary as appropriate.

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to (A) discuss topics and determine theme using text evidence with adult assistance; (B) describe the main character's (characters') internal and external traits; (C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and (D) describe the importance of the setting.

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales; (B) explain visual patterns and structures in a variety of poems;

(C) discuss elements of drama such as characters, dialogue, and setting; (D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly; (E) recognize characteristics of persuasive text, including: (i) stating what the author is trying to persuade the reader to think or do; and (ii) distinguishing facts from opinion; and (F) recognize characteristics of multimodal and digital texts.

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (A) discuss the author's purpose for writing text; (B) discuss how the use of text structure contributes to the author's purpose; (C) discuss the author's use of print and graphic features to achieve specific purposes; (D) discuss the use of descriptive, literal, and figurative language; (E) identify the use of first or third person in a text; and (F) identify and explain the use of repetition.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to (A) plan a first draft by generating ideas for writing such as drawing and brainstorming; (B) develop drafts into a focused piece of writing by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details; (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences; (D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates; (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and (E) publish and share writing.

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: (A) compose literary texts, including personal narratives and poetry; (B) compose informational texts, including procedural texts and reports; and (C) compose correspondence such as thank you notes or letters.

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (A) generate questions for formal and informal inquiry with adult assistances; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant sources and information to answer the questions; (D) identify primary and secondary sources; (E) demonstrate understanding of information gathered; (F) cite sources appropriately; and (G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

§110.5 English Language Arts and Reading, Grade 3

(a) Introduction.

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using meta-cognitive skills.

(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively, ask relevant questions to clarify information, and make pertinent

comments; (B) follow, restate, and give oral instructions that involve a series of related sequences of action; (C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; (D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and (E) develop social communication such as conversing politely in all situations.

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vii) identifying and reading high-frequency words from a research-based list; (B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling compound words, contractions, and abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vi) spelling words using knowledge of prefixes; and (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; (C) alphabetize a series of words to the third letter; and (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to (A) use print or digital resources to determine meaning, syllabication, and pronunciation; (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; (C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with

fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (A) establish purpose for reading assigned and self-selected texts; (B) generate questions about text before, during, and after reading to deepen understanding and gain information; (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; (D) create mental images to deepen understanding; (E) make connections to personal experiences, ideas in other texts, and society; (F) make inferences and use evidence to support understanding; (G) evaluate details read to determine key ideas; (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources, including self-selected texts; (B) write a response to a literary or informational text that demonstrates an understanding of a text; (C) use text evidence to support an appropriate responses; (D) retell and paraphrase texts in ways that maintain meaning and logical order; (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; (F) respond using newly acquired vocabulary as appropriate; and (G) discuss specific ideas in the text that are important to the meaning.

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) infer the theme of a work, distinguishing theme from topics; (B) explain the relationships among the major and minor characters; (C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and (D) explain the influence of the setting on the plot.

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths; (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems; (C) discuss elements of drama such as characters,

dialogue, setting, and acts; (D) recognize characteristics and structures of informational text, including; (i) the central idea with supporting evidence; (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and

(iii) organizational patterns such as cause and effect and problem and solution; (E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) distinguishing facts from opinion; and (iii) identifying the intended audience or reader; and (F) recognize characteristics of multimodal and digital texts.

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (A) explain the author's purpose and message within a text; (B) explain how the use of text structure contributes to the author's purpose; (C) explain the author's use of print and graphic features to achieve specific purposes; (D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes; (E) identify the use of literary devices, including first- or third-person point of view; (F) discuss how the author's use of language contributes to voice; and (G) identify and explain the use of hyperbole.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

The student is expected to: (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details; (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; (D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement;(ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;(ix) capitalization of official titles of people, holidays, and geographical names and places; (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and (E) publish written work for appropriate audiences.

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: (A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft; (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and (D) compose correspondence such as thank you notes or letters.

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to (A) generate questions on a topic for formal and informal inquiry; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant information from a variety of sources; (D) identify primary and secondary sources; (E) demonstrate understanding of information gathered; (F) recognize the difference between paraphrasing and plagiarism when using source materials (G) create a works cited page; and (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Appendix C: Texas Teacher Standards (TAC chapter 149)

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

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

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

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

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

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustment as needed.

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

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

Appendix D: Standards/Competencies

Required alignment to all applicable state/national standards (including IN-TASC/TEExES test framework competencies for certification courses-grad and undergrad).

Course Objectives or Student Learning Outcomes	Standard or Competency
Understand the components of literacy, including reading, writing, speaking, listening, and viewing, and how they are related.	ELAR standards and competencies; STR standards and competencies; NAEYC Standard 2 and 3.
Understand children’s language and literacy development and how to identify and accommodate for factors that impact student language and literacy learning.	ELAR standards and competencies; STR standards and competencies; NAEYC Standard 2 and 3.
Understand aural/oral/visual literacy processes and skills (i.e. types of and purposes of listening, speaking, and viewing; phonological awareness processes and concepts of print awareness; types of and purposes for oral expression activities.	ELAR standards and competencies; STR standards and competencies; NAEYC Standard 2 and 3.
Know about the developmental reading processes from birth to age eight and how to best foster literacy at each stage of development.	ELAR standards and competences; STR standards and competencies; NAEYC Standards 2 and 3.
Understand the writing process, as well as developmental early writing and the stages of writing development.	ELAR standards 8 and 9; ELAR competencies 8 and 9.
Know how to encourage parents to apply language arts skills (including reading) as a vehicle for learning	NAEYC standard 1, 6, and 7-10.
Know how to encourage parents to apply language arts	(NAEYC standard 1, 6, and 7-10).

Course Objectives or Student Learning Outcomes	Standard or Competency
skills (including reading) as a vehicle for learning	
Understand how to assess and document student progress in language and literacy development.	ELAR Standard 10 and competency 10; STR standards and competency 2; NAEYC standard 4.

Appendix E: Standard alignment matrix

Required assignment/standard alignment matrix

Assignment/Module/ Course Activities	Standard or Competency
Children’s Literature Sample for Phonological Awareness	ELAR standards and competencies; STR standards and competencies; NAEYC Standard 2 and 3; TAC Standard 3.
Presentation- Teaching Demonstration	ELAR standards and competences; TEKS <u>§110.2-§110.5</u> ; STR standards and competencies; NAEYC Standards 1, 2, 3, 6 and 7-10; TAC Standard 1, 2, 3, 4.
Literacy Bag and Presentation	ELAR standards 8 and 9; ELAR competencies 8 and 9. NAEYC standard 1, 6, and 7-10; TAC Standard 1, 2, 5, and 6.
Clinical Experience: Story Telling	ELAR standards 8 and 9; ELAR competencies 8 and 9.
Midterm and Final Exams	NAEYC standard 1-10; ELAR standards and competencies; TEKS <u>§110.2-§110.5</u> ; and STR standards and competencies; and TAC Standard 3.

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