ECED 4123 – Language and Literacy
Midwestern State University
Gordon T. & Ellen West College of Education
Summer 2025 Certification Majors
Online

Professor Information

Kelly Medellin, PhD
Office is located in BH 216
Office Telephone: 397- 6265 E-mail: kelly.medellin@msutexas.edu
Cell Number 940-867-2594
Office Hours: By Appointment
** Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you.

Instructor Response Policy

Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you. I will respond within 24 hours M-F

Required Reading

Links to research-based educational information embedded in the course modules.

Course/Catalog Description

ECED 4123 Language and Literacy: Emphasis on how young children's language and literacy develop and the application of developmentally appropriate practice in planning for instruction.

WCoE Conceptual Framework

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.

Objectives

1. Students will understand the components of literacy, including reading, writing, speaking, listening, and viewing, and how they are related. Core subjects ELAR 1-5, 7,8, 10; STR 1,3-6, 8-10

2. Students will understand children's language and literacy development and how to identify and accommodate for factors that impact student language and literacy learning. ELAR 1-5, 7,8, 10; STR 1,3-6, 8-10; K-2 TEKS; CES 3

3. Students will 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 1, 5; STR 1,3,5

4. Students will know the developmental reading processes from birth to age eight and how to best foster literacy at each stage of development. ELAR 1-5; STR 1,3-6, 8-10

5. Students will know and understand the writing process, as well as developmental early writing and the stages of writing development. ELAR 7-8

6. Students will know about and use children's literature to foster reading, language, and vocabulary development for each stage of reading from birth to age eight. ELAR 5; STR 1,

7. Students will know how to encourage parents to use and apply family literacy skills. STR 1

8. Students will understand how to assess student strengths and needs in order to document student progress in language and literacy development. ELAR, 10

Assessment

Students will demonstrate mastery of these objectives by their participation in class, writing a paper of a children's literacy sample, creating a literacy center, class assignments, and exams.

Grading Procedures

Grades

A 90 – 100%   Work is outstanding and exemplary
B 80 – 89%   Work that is above the minimum requirements
C 70 – 79%   Work meets expected level of performance for most students
D 60 – 69%   Work that falls short of minimum criteria
F 59% or below   Work that falls well below the expected level of performance for most students

Assignments

1. Student Engagement and Chapter Assignments 10%

You are expected to read through course modules and watch embedded videos, and to actively participate by completing all work for each module including module activities and these need to be fully completed to the best of your ability.

2. Alphabet Book Project 15%

Students will choose a children's picture book that can be used to help children develop alphabet knowledge. Then students will write a one to two page paper giving a summary of the book, identifying and describing alphabet knowledge, and giving a detailed plan for an activity to accompany the book to help children acquire alphabet knowledge.

Along with the paper, students will discuss the book chosen sample via Flipgrid, see weekly modules for further instructions.

3. The Simple View of Reading Paper 15%

Students will write a paper in which they synthesize what they have learned about scientifically based reading research and the components of reading instruction and apply and integrate that knowledge to the Simple View of Reading framework. See rubric in D2L for more detail.

4. Literacy Stations for Fluency and Comprehension 15%

Students will be required to prepare a presentation of a set of literacy station rotations teaching comprehension and fluency strategies. Students will choose a

grade level of Prek, Kindergarten or 1st grade or 2nd grade, create four stations, and submit a presentation with guidelines in rubric in D2L.

5. Phonological and Phonemic Awareness Case Study Review 15%

Students are required complete this assignment covering phonological awareness and phonemic awareness — and how these pre-reading listening skills relate to phonics. Students will complete the Reading Rockets module on phonological and phonemic awareness, compare and contrast phonological and phonemic awareness, and using their knowledge of phonological awareness to create an action plan for a struggling student in a case study.

6. Dramatic Play Bitmoji Classroom 15%

Students will be required to prepare one virtual dramatic play center by creating a Bitmoji classroom. Along with the dramatic play center, students will be required to create a vocabulary list of words and definitions that a teacher would encourage students to use in the center. See a rubric and example in D2L.

7. Thank you Mr. Falker, Reading Response 15%

Either check out the book, Thank You Mr. Falker from a local library or watch the book being read on this video link Thank you Mr. Falker Video

Then write a reflection with your reaction to the book, what could have been done differently to help Trisha sooner and what strategies were used to help her learn to read in the end. See rubric in D2L.

Attendance Policy

You are expected to complete all coursework and fully participate in the online course.

Other Class Policies

- Disability Support – As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.
- Academic Honesty Policy – Honesty is a fundamental assumption in all academic activities. Students who belong to a university community have the obligation to observe the highest standards of honesty and to expect the

same standards of others. —Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.

- Professionalism Policy – Conduct as a professional educator is expected at all times. —Attendance, punctuality the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.

- Late Assignment Policy – Assignments need to be turned in on the due date and time. If for some reason you are unable to bring in an assignment, you must e-mail it, or send it in with a friend when it is due. Points will be deducted each day it is late. Extenuating circumstances must be discussed with the instructor at least 2 days.

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

- 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." from Student Handbook

- Refund and Repayment Policy- A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

- Services for Students with Disabilities- In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities

Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

- Campus Carry Rules/Policies Refer to: [Campus Carry Rules and Policies](#)
- Smoking/Tobacco Policy- College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.
- Alcohol and Drug Policy- To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.
- Campus Carry- Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).
- Active Shooter- 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."*](#)

- 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 You may also file an online report 24/7 at [Online Reporting Form](#) Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

- Grade Appeal Process- Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

- Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

- Inclement Weather- In the case of campus closure due to inclement weather, key decision-makers will monitor weather projections and communicate with local news agencies and WFISD leadership to make a delay or cancellation decision. Notification occurs through official campus channels and in communication with the local news networks. MSU channels include

MSU Alert, MSU Safety app, Postmaster, and website headers. MSU Police and the Office of Marketing and Public Information. Information for all channels can be found at MSU Ready. This online course will continue as scheduled, but if assessment deadlines coincide with the closure dates, deadline will be delayed until after the campus reopens.

- Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

References/ Scientifically-Based Research/Additional Readings

Midwestern State University. *Midwestern State University Undergraduate Catalog*, MSU Catalog

Midwestern State University. *Mustangs Midwestern State University Student Handbook.* Student Handbook

Reading Rockets Reading Research & Reports Reading Research

Morrow, L. M. (2020). Literacy development in the early years: helping children read and write, 9th edition. Boston: Pearson Education, Inc.

Science of Teaching Reading Framework

Science of Teaching Reading Standards

Bornfreund, L., Franchino, E., Garcia, A., et al, Supporting Early Learning in America: Policies for a New Decade (February 2020). Washingtron, DC: New America Foundation.

Alan L. Mendelsohn, Carolyn Brockmeyer Cates, Adriana Weisleder, Samantha Berkule Johnson, Anne M. Seery, Caitlin F. Canfield, Harris S. Huberman, Benard P. Dreyer. Reading Aloud, Play, and Social-Emotional Development. Pediatrics Apr 2018, e20173393; DOI: 10.1542/peds.2017-3393

Valle, J., Kilag, O. K. ., Villanueva, G., Escabas, F., Macapobre, H., & Poloyapoy, H. (2023). The Influence of Phonological Awareness and Rapid Automatized Naming on Early Numeracy. *Excellencia: International Multi-Disciplinary Journal of Education (2994-9521)*, *1*(5), 42-54. https://multijournals.org/index.php/excellencia-imje/article/view/83

Appendix A: Standards/Competencies

1. Assignment/Module/ Course Activities	Course Objectives or Student Learning Outcomes	Standard or Competency
Module Activities	1, 2, 3, 7	Core Subjects ELAR 2,3,10 STR 1,4,5,6, CES 3, TAC EC6 S1 1.1k-1.7k, 1.9k, 1.1-1.9s, S2 2.1k-2.3k, 2.2s,2.4s, S3 3.1k-3.2k, 3.2s-3.3s, 3.6s, S4 4.1k-4.5k,4.1s, S6 6.1k-6.6k, 6.1s-6.2s, S7 7.1k-7.24k, 7.2s-7.14s, S8 8.1k-8.9k, 8.1s-8.7s, S9 9.1k-9.7k, 9.1s-9.6s, S10 10.1k-10.6k, 10.1s-10.3s, 10.5s
Alphabet Book Project	1,2,3, 6	Core Subjects ELAR 2 STR 4,5,6, K-2 TEKS TAC EC6 S2 2.1k-2.3k, 2.2s,2.4s
The Simple View of Reading	1,2,4,8	STR 1,4,5,6,8,9, 10, TAC EC6 S2 2.1k-2.3k, 2.2s,2.4s, S4 4.1k-4.5k,4.1s, S10 10.1k-10.6k, 10.1s-10.3s, 10.5s
Literacy Stations	3,4,5	Core Subjects ELAR 1,2,3,5,7,8 STR 3,6,8,9,10, CES 3, TAC EC6 S1 1.1k-1.7k, 1.9k, 1.1-1.9s, S7 7.1k-7.24k, 7.2s-7.14s, S8 8.1k-8.9k, 8.1s-8.7s, S9 9.1k-9.7k, 9.1s-9.6s
Phonological and Phonemic Awareness Case Study Review	1,2,3,4,8	Core Subjects ELAR 10 STR 1, 3, 4, 6, K-2 TEKS, TAC EC6 S2 2.1k-2.3k, 2.2s,2.4s

1. Assignment/Module/ Course Activities	Course Objectives or Student Learning Outcomes	Standard or Competency
Dramatic Play Bitmoji Classroom	1, 5	ELAR 1-5, 7,8, 10; STR 1,3-6, 8-10,
Thank you Mr. Falker, Reading Response	5,6,8	ELAR 7-8, ELAR 5; STR 1, ELAR 10

Appendix B: Texas Standards for Educator Prep Programs and Course Alignment

TExES EC-6 Core Subjects ELAR Competencies

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.
The beginning teacher:

A. Knows and teaches basic linguistic concepts and the developmental stages in the acquisition of oral language—including phonology, semantics, syntax (subject-verb agreement and subject-verb inversion), and pragmatics—as appropriate for students in grades 4-6 and recognizes that individual variations occur within and across languages.

B. Plans and implements systematic oral language instruction based on informal and formal assessment of all students, including English learners; fosters oral language development; and addresses students' individual needs, strengths, and interests in grades 4–6.

C. Designs a variety of one-on-one and group activities (e.g., having discussions, questioning, sharing information) to build on students' current oral language skills.

D. Selects and uses instructional materials and strategies for students in grades 4–6 that respond to students' individual needs, strengths, and interests; reflect cultural diversity; and build on students' cultural, linguistic, and home backgrounds to enhance their oral language development.

E. Provides instruction that interrelates oral and written language to promote students' reading and writing proficiencies.

F. Selects and uses instructional strategies, materials, activities, and models to teach students in grades 4–6 skills for speaking to various audiences for various purposes and for adapting spoken language for various audiences, purposes, and occasions.

G. Selects and uses instructional strategies, materials, activities, and models to teach students listening skills for various purposes (e.g., critical listening to evaluate a speaker's message, listening to enjoy and appreciate spoken language) and provides students with opportunities to engage in active, purposeful listening in a variety of contexts.

H. Selects and uses instructional strategies, materials, activities, and models to teach students in grades 4–6 to evaluate the content and effectiveness of their own spoken messages and the messages of others.

Competency 002—(Word Analysis and Identification Skills): The teacher understands the importance of word analysis and identification skills for reading comprehension and provides many opportunities for students to practice and improve these skills.

The beginning teacher:

A. Uses a variety of instructional approaches and materials to promote students' phonetic, graphophonemic, and morphophonemic knowledge as outlined in the Texas Essential Knowledge and Skills (TEKS) for grades 4–6.

B. Understands the importance of word recognition skills (e.g., structural analysis, identifying and reading high-frequency words from a research-based list, contextual analysis) for reading comprehension and knows a variety of strategies for helping students in grades 4–6 develop and apply word analysis skills, including identifying, categorizing, and using common synonyms, antonyms, homographs, homophones, and analogies.

C. Selects and uses instructional strategies, materials, activities, and models to teach students in grades 4–6 to read high-frequency words, to promote the students' ability to decode increasingly complex words, and to enhance word identification skills of students who read at varying levels.

D. Knows and teaches strategies for decoding increasingly complex words, including advanced vowel-sound combinations, structural or morphological elements (e.g., prefixes, suffixes, roots, base words), and syllable types and

syllable division patterns, and for using syntax and semantics to support word identification and confirm word meaning for students in grades 4–6.

E. Understands the value of using dictionaries, glossaries, and other sources to determine the meanings, usage, pronunciations, correct spelling, and derivations of unfamiliar words and teaches students in grades 4–6 how to use these sources.

F. Understands how to foster collaboration with families and with other professionals to promote all students' skills in word analysis and identification.

Competency 003—(Reading Fluency): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.
The beginning teacher:

A. Knows the relationship between reading fluency and comprehension for students in grades 4–6.

B. Understands that fluency involves rate, accuracy, prosody, and intonation and knows the norms for reading fluency that have been established by the Texas Essential Knowledge and Skills (TEKS) for grades 4–6.

C. Understands the connection of word identification skills and reading fluency to reading comprehension for students in grades 4–6.

D. Understands differences in students' development of word identification skills and reading fluency and knows instructional practices for meeting students' individual needs in those areas for students in grades 4–6.

E. Selects and uses instructional strategies, materials, and activities to develop and improve fluency for students in grades 4–6.

F. Knows how to teach students in grades 4–6 strategies for reading books independently, including the use of technology to support grade-level content.

G. Provides students with opportunities to engage in silent reading and extended reading of a wide range of materials, including informational texts and texts from various literary genres, as outlined in the Texas Essential Knowledge and Skills (TEKS) for grades 4–6.

H. Uses strategies to encourage reading for pleasure and lifelong learning.

I. Recognizes the interrelationship between reading fluency and the other components of reading for students in grades 4–6.

J. Understands how to foster collaboration with families and with other professionals to promote all students' reading fluency in grades 4–6.

Competency 005—(Vocabulary Development): The teacher knows the importance of vocabulary development and applies that knowledge to teach reading, listening, speaking, and writing.

The beginning teacher:

A. Knows how to provide explicit, systematic instruction and reinforcing activities to help students in grades 4–6 increase their vocabulary.

B. Knows how to use formal and informal methods to effectively teach vocabulary to students in grades 4–6.

C. Selects and uses a wide range of instructional materials (e.g., literary, informational, argumentative, multimodal, and digital texts), strategies, and opportunities with rich contextual support for vocabulary development for students in grades 4–6.

D. Recognizes the importance of selecting, teaching, and modeling a wide range of general and specialized vocabularies for students in grades 4–6.

E. Understands how to assess and monitor vocabulary knowledge for students in grades 4–6 by providing systematic, age-appropriate instruction and reinforcing activities (e.g., morphemic analysis, etymology, use of graphic organizers, contextual analysis, multiple exposures to a word in various contexts).

F. Provides multiple opportunities to listen to, read, and respond to various types of literary and informational texts to promote the vocabulary development of students in grades 4–6.

Competency 007—(Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

The beginning teacher:

A. Understands that many students go through predictable stages in acquiring writing conventions (e.g., physical and cognitive processes involved in word writing, sentence construction, spelling, punctuation, grammatical expression) and that individual students vary in their rates of development of those conventions.

B. Provides spelling instruction and gives students opportunities to use and develop spelling skills in the context of meaningful written expression (e.g., commonly confused terms, simple and complex contractions).

C. Selects and uses instructional strategies, materials, and hands-on activities for developing graphomotor skills necessary for writing, according to grade-level expectations in the Texas Essential Knowledge and Skills (TEKS) for grades 4–6.

D. Selects and uses instructional strategies, materials, and activities to help students use English writing conventions (e.g., grammar, capitalization, punctuation) in connected discourse.

E. Recognizes the similarities and differences between spoken and written English (e.g., syntax, vocabulary choice, audience) and uses instructional strategies to help students apply English writing conventions and enhance their own writing.

F. Knows writing conventions and appropriate grammar and usage and provides students with direct instruction and structured practice in those areas.

G. Selects and uses instructional strategies, materials, and activities to teach correct pencil grip.

Competency 008—(Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.
The beginning teacher:

A. Teaches purposeful, meaningful writing in connection with listening, reading, and speaking.

B. Knows how to promote students' development of an extensive reading and writing vocabulary by providing students with many opportunities to read and write.

C. Monitors students' writing development and provides motivational instruction that addresses individual students' needs, strengths, and interests.

D. Understands differences between first-draft writing and writing for publication and provides instruction in various stages of writing, including prewriting, drafting, revising (including both self-revision and peer revision), and editing.

E. Understands the benefits of technology for teaching basic writing skills and writing for publication and provides instruction in the use of technology to facilitate written communication.

F. Understands writing for a variety of audiences, purposes, and settings and provides students with opportunities to write for various audiences, purposes, and settings and in various voices and styles.

G. Teaches students to use appropriate conventions to support ideas in writing and to use an appropriate form of documentation to acknowledge sources (e.g., quotations, bibliographical information, differentiation between paraphrasing and plagiarism).

H. Knows grade-level expectations for written communication as described in the Texas Essential Knowledge and Skills (TEKS) for grades 4–6.

I. Understands how to foster collaboration with families and with other professionals to promote students' development of writing skills.

Competency 010—(Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

The beginning teacher:

A. Knows how to select and administer formative and summative assessments to students in grades 4–6 and use results to measure literacy skills (e.g., word analysis and word identification skills, fluency, comprehension, writing conventions, written communications, visual images, inquiry skills) and address individual students' needs identified in informal and formal assessments.

B. Knows the characteristics of informal and formal reading comprehension assessments (e.g., criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories, norm-referenced tests).

C. Analyzes students' reading and writing performance and uses the information as a basis for instruction in grades 4–6.

D. Knows the state content and performance standards for reading, writing, listening, and speaking that constitute the Texas Essential Knowledge and Skills (TEKS) and recognizes when a student needs additional help or intervention to bring the student's performance up to grade level for students in grades 4–6.

E. Knows how to determine students' independent, instructional, and frustration reading levels and uses the information to select appropriate materials for individual students and to guide students' selection of independent reading materials in grades 4–6.

F. Uses ongoing assessments to determine when a student may be in need of classroom intervention or specialized reading instruction and to develop appropriate instructional plans for students in grades 4–6.

G. Understands the use of writing in assessment of students and provides opportunities for students to self-assess and peer-assess writing (e.g., for clarity, interest to audience, comprehensiveness) and their ongoing literacy development.

H. Knows how to select, administer, and use results from informal and formal assessments of literacy skills for students in grades 4–6.

I. Analyzes students' errors in reading and responds to individual students' needs by providing focused instruction to promote literacy skills.

J. Knows informal and formal procedures for assessing students' use of writing conventions and uses multiple, ongoing assessments to monitor and evaluate students' development in that area.

K. Uses ongoing assessments of writing conventions to determine when students need additional help or intervention to bring students' performance to grade level based on state content and performance standards for writing in the Texas Essential Knowledge and Skills (TEKS) for grades 4–6.

L. Analyzes students' errors in applying writing conventions and uses the results of the analysis as a basis for future instruction for students in grades 4–6.

M. Selects and uses a variety of formal and informal procedures for monitoring students' reading comprehension and adjusts instruction to meet the needs of individual students, including English learners, for students in grades 4–6.

N. Understands how to foster collaboration with families and how to communicate information about students' progress and ongoing literacy development to parents/caregivers and to other professionals through a variety of means, including the use of examples of students' work, for students in grades 4–6.

Science of Teaching Reading Standards
(b) Knowledge of Reading Development Components. Classroom teachers identified in subsection

(a) of this section demonstrate understanding of Kindergarten-Grade 6 Texas Essential Knowledge and Skills and the Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment, and instructional practices to promote students' development of grade level skills within the following components of reading:

(1) oral language development;

(2) print awareness and alphabet knowledge;

(3) phonological and phonemic awareness;

(4) phonics (decoding and encoding);

(5) reading fluency;

(6) vocabulary development;

(7) syllabication and morphemic analysis;

(8) comprehension of literary text;

(9) comprehension of informational text; and

(10) beginning strategies and reading comprehension skills

Science of Teaching Reading Examination Framework

Domain I—Reading Pedagogy

Competency 001—(Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and

best practices related to the science of teaching reading.

For example:

A. Demonstrate knowledge of scientifically based reading research (e.g., key findings of the National Reading Panel, the National Early Literacy Panel, the National Literacy Panel for Language Minority Children and Youth), including the key research-based components of reading instruction (i.e., phonemic awareness, phonics, fluency, vocabulary, and text comprehension) and the essential roles that oral language, writing, and motivation play in promoting reading development for students in prekindergarten through grade 3.

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

C. Apply knowledge of the interconnected nature of listening, speaking, reading, writing, and thinking by planning reading instruction that reflects an integrated and recursive model of literacy.

D. Demonstrate knowledge of the characteristics of students at various stages of reading development from learning to read, including emergent (i.e., pre-reading stage or pre-alphabetic stage), beginning (i.e., initial reading and

decoding stage or partial- to full-alphabetic stage), and transitional (i.e., confirmation and fluency stage or consolidated-alphabetic stage), to reading to learn, including intermediate (i.e., reading-to-learn-the-new stage) and advanced (i.e., multiple viewpoints stage and construction and reconstruction stage), in order to help inform instructional planning and management of reading instruction.

E. Recognize that decoding and encoding skills are reciprocal and develop synchronously during the early stages of literacy development, and demonstrate knowledge of the characteristics of students at various stages of spelling development (e.g., pre-communicative or pre-phonetic, semi-phonetic, phonetic, transitional, conventional).

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

G. Recognize the importance of planning and managing reading instruction in ways that not only promote students' learning and skill development in reading but also nurture their development as lifelong readers and their self-concept as readers by creating strong associations between reading and feelings of enjoyment, engagement, and self-efficacy and by promoting increased awareness of their own thoughts, feelings, likes, and dislikes with regard to texts.

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

I. Demonstrate knowledge of factors that can affect students' reading development, including the amount of time they spend daily engaged in reading, the amount of screen time they engage in daily, a reading curriculum that emphasizes the development of productive reading and vocabulary skills (e.g., phonics, structural analysis) rather than overreliance on memorization and context clues and that emphasizes the reading of whole texts rather

than worksheets, and the use of culturally responsive instructional practices (e.g., call-and-response strategies).

J. Demonstrate knowledge of the importance of using an assets-based approach when acquiring, analyzing, and using background information about students (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics) to inform instructional planning and engage all students in reading.

K. Demonstrate understanding of the importance of differentiating classroom instruction to address the assessed needs of all students (e.g., students with limited prior experiences with literacy, students with exceptional needs, English learners, students who are experiencing difficulty, students who are performing above grade level, students who are gifted and talented), including understanding the importance of being proactive in remediating students' identified reading needs and/or gaps in students' prior learning.

L. Demonstrate knowledge of key factors to consider in planning and delivering differentiated instruction and flexible grouping, including students' assessed strengths and needs in the area(s) of reading to be addressed in a lesson, the prerequisite knowledge and skills required for students to be able to benefit from instruction, the pacing of instruction, the complexity of the content or skills to be taught, and the scaffolds needed to support all students' learning.

M. Demonstrate knowledge of tiered instructional models used in Texas classrooms (e.g., Multi-Tiered Systems of Support [MTSS], including Response to Intervention [RtI]) and basic components of these models (e.g., universal screening, evidence-based practices, research-based core curriculum and interventions, progress monitoring, data-based decision making, fidelity of implementation).

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

O. Recognize that decoding-related difficulties and disabilities represent the most common source of reading difficulty; demonstrate knowledge of distinguishing characteristics of dyslexia and dysgraphia, including early indicators of dyslexia and dysgraphia; and demonstrate familiarity with evidence-based instructional strategies and best practices that general education teachers in prekindergarten through grade-3 classrooms can use

to help support the literacy development of students with identified delays in decoding and spelling.

P. Demonstrate knowledge of the critical role that families play in students' reading development, strategies for promoting collaboration with families to support all students' development in reading, and ways to empower families to engage in at-home reading with their child and to facilitate their child's reading development in various areas (e.g., using new vocabulary, practicing decoding skills and oral reading fluency).

Q. Demonstrate knowledge of basic linguistic terminology and concepts used in reading instruction (e.g., phoneme, morpheme, inflectional suffix, derivational affix, prosody), including identifying the role of various language systems (e.g., phonology, morphology, syntax, semantics, discourse, pragmatics) involved in oral language and literacy development.

R. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support students' reading development, reading engagement, and motivation to read.

S. Demonstrate knowledge of criteria for evaluating and selecting curricular resources (e.g., evidence of effectiveness, appropriateness for students' age and developmental levels) and research-based strategies and best practices for teaching students how to select, view, and share books and other reading materials for independent reading.

Domain II—Reading Development: Foundational Skills

Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to the development of oral language, including secondlanguage acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of gradelevel oral language skills.

For example:

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

B. Demonstrate ability to accurately interpret the results of ongoing assessments in oral language development, including sentence and

grammatical complexity, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

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

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

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

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

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

H. Demonstrate knowledge of the importance of English learners' home language as an asset that provides an essential foundation for their oral language and literacy development in English, and apply knowledge of research-based strategies and best practices for facilitating language transfer by helping English learners make cross-language connections (e.g., explicitly pointing out words that are cognates in English and the home

language, using objects or pictures from students' home cultures to connect new English words with familiar meanings).

I. Demonstrate knowledge of basic concepts related to second-language acquisition as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 6) (e.g., recognizing that general education teachers have a shared responsibility in promoting English learners' English language development, that an English learner's English language proficiency level does not relate to the student's grade level, that beginning-level English learners may experience a "silent period" during which they are listening actively without producing oral language, that English learners acquire a new language best when they are provided with multiple, incremental opportunities to expand and extend their English language skills as they build on their strengths in the home language).

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

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

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

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

For example:

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

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

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

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

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

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

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

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

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

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

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

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in print concepts and alphabet knowledge, including their understanding of the alphabetic principle.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in print concepts, alphabet knowledge, and the alphabetic principle, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

C. Demonstrate knowledge of the continuum of development of knowledge and skills related to print concepts, alphabet knowledge, and the alphabetic principle as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 3).

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

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

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

G. Demonstrate knowledge of the alphabetic principle (i.e., the understanding that letters and combinations of letters represent the sounds of spoken language and that phonemes have a predictable, systematic relationship to

those letters and letter combinations) and the role of the alphabetic principle in reading development (e.g., interrelationships between letter-sound correspondence, phonemic awareness, and beginning decoding).

H. Demonstrate knowledge of research-based strategies and best practices for promoting young children's development of the alphabetic principle (e.g., identifying the most common sound or sounds associated with each letter of the alphabet), including strategies for reinforcing the alphabetic principle (e.g., using articulatory feedback when teaching letter-sound relationships, encouraging engagement in meaningful writing using phonetic spelling).

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

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

K. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in print concepts, alphabet knowledge, and the alphabetic principle in order to address the assessed needs of all students.

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 gradelevel phonics and other word identification skills and related spelling skills. For example:

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in phonics and other word identification skills, including related spelling skills.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonics and other word identification skills, including related spelling skills, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

C. Demonstrate knowledge of key concepts related to beginning reading, including the role of phonics and other word identification skills in students' development of accurate, automatic decoding; the role of accurate, automatic decoding in reading fluency and comprehension; the reciprocity

between decoding and encoding; the importance of sequencing instruction in phonics according to the increasing complexity and relative utility of linguistic units; and the importance of providing students with explicit, systematic instruction in phonics and frequent practice applying new decoding skills in connected text.

D. Demonstrate knowledge of the continuum of phonics skills as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 5), from sounding out and blending each letter in decodable words, to recognizing VC and CVC words as units, to decoding more advanced words that contain increasingly complex letter combinations and/or less common phonics elements.

E. Demonstrate knowledge of research-based strategies and best practices for delivering explicit, systematic phonics instruction (e.g., short vowels in VC and CVC words; short vowels in CVCC and CCVC words, first with consonant digraphs, then with consonant blends; long-vowel words spelled with silent *e* [VCe and CVCe]; long-vowel words spelled with vowel teams [CVVC]; words with an *r*-controlled vowel [CVrC]; words with vowel teams that are diphthongs; words with consonant trigraphs or complex consonant clusters [CCCVC, CVCCC]).

F. Demonstrate knowledge of research-based strategies and best practices for teaching common word patterns (e.g., word families), including explicitly teaching related spelling skills and patterns once students have developed basic phonics skills and orthographic knowledge.

G. Demonstrate knowledge of the role of high-frequency words in accurate, automatic decoding of grade-level text and knowledge of research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of grade-level high-frequency words, including high-frequency words that are not phonetically regular.

H. Demonstrate knowledge of research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of words that contain common inflectional endings (e.g., *-s*, *-ed*, *-ing*, *-er*, *-est*), including teaching common orthographic guidelines related to inflections and connecting an inflectional ending to its grammatical meaning.

I. Demonstrate knowledge of research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of common homophones, homographs, and contractions.

J. Demonstrate knowledge of research-based strategies and best practices for teaching students how to self-monitor when reading connected text in order

to confirm accurate decoding and comprehension, including how to use semantic and syntactic clues to verify the meaning and pronunciation of homographs.

K. Demonstrate knowledge of research-based strategies and best practices for reinforcing students' development of beginning reading skills (e.g., reading and rereading decodable texts that feature elements already taught, practicing applying newly taught elements in their writing).

L. Recognize that a student's home language or language variety may not include all the sounds or sound sequences used in standard English and that English learners and speakers of various dialects or regional styles of English may require additional support in order to perceive, produce, read, or spell certain phonics elements (e.g., consonant clusters) or inflectional endings.

M. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonics and other word identification skills in order to address the assessed needs of all students.

Competency 008 (Reading Fluency): Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, researchand evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.

For example:

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development of reading fluency.

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

C. Demonstrate knowledge of the continuum of fluency development as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 6), from accurate, automatic letter naming, to word reading, to reading connected text, to reading increasingly complex connected text.

D. Demonstrate knowledge of key concepts related to reading fluency, including the key indicators of fluency (i.e., accuracy, rate, and prosody); the role of automaticity in reading fluency; interrelationships between accuracy, rate, and automaticity; the role of fluency in reading comprehension; interrelationships between prosody and comprehension; the importance of

providing explicit and frequent instruction in fluency to students at all stages of reading development; and the importance of varying fluency instruction for students at different stages of development in decoding.

E. Demonstrate knowledge of common factors that disrupt reading fluency (e.g., limited phonics knowledge; lack of automaticity in key decoding skills; limited recognition of grade-level, high-frequency words; unfamiliarity with a text's content, vocabulary, and/or grammatical structures), and apply knowledge of strategies for addressing these factors.

F. Demonstrate knowledge of research-based strategies and best practices for promoting students' accuracy in order to enhance reading fluency and comprehension (e.g., reteaching grade-level decoding skills or high-frequency words not yet mastered).

G. Demonstrate knowledge of research-based strategies and best practices for promoting students' reading rate and automaticity in order to enhance reading fluency and comprehension (e.g., engaging students whose decoding skills are not yet automatic in oral reading or whisper reading with teacher monitoring for accuracy and feedback; engaging students whose decoding skills are accurate and automatic in silent reading with accountability for comprehension).

H. Demonstrate knowledge of research-based strategies and best practices for promoting students' prosody (i.e., reading with appropriate phrasing, expression, and intonation) in order to enhance reading fluency and comprehension (e.g., providing explicit teacher modeling of prosody, engaging students in echo reading and phrase-cued reading, preteaching unfamiliar vocabulary and grammatical structures prior to assigning a text, engaging in readers' theatre).

I. Demonstrate knowledge of research-based strategies and best practices for selecting texts for fluency practice (e.g., using decodable texts with students who are acquiring basic phonics skills, transitioning students to a broader range of appropriate texts as they progress in their decoding skills, using both literary and informational texts for fluency practice).

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

Domain III—Reading Development: Comprehension
Competency 009 (Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of

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

For example:

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of vocabulary knowledge and skills in the context of authentic and meaningful reading.

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

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

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

E. Demonstrate knowledge of factors that affect vocabulary development (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics), including the role of frequent and wide reading in vocabulary development.

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

G. Demonstrate knowledge of criteria for selecting words for explicit word study (e.g., a word's utility and frequency within a discipline or across disciplines) and apply knowledge of strategies for providing students with multiple opportunities to use new Tier Two and Tier Three words in a variety of settings.

H. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to identify, use, and explain the meaning of grade-level antonyms, synonyms, idioms, adages, and puns.

I. Demonstrate understanding of the importance of teaching students independent word-learning strategies, including structural/morphemic analysis, contextual analysis, and use of print and digital resources, in order to promote their ability to engage in self-sustained reading of assigned or self-selected grade-level texts in multiple genres.

J. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to use structural/morphemic analysis skills, including etymology, to help them determine the meaning of unfamiliar words.

K. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to use context within and beyond a sentence to help infer the meaning of an unfamiliar word or to determine the meaning of a multiple-meaning word, including using different types of context clues (e.g., syntax, punctuation, embedded definition/explanation, apposition, restatement/synonym, contrast/antonym).

L. Demonstrate knowledge of research-based strategies and best practices for promoting students' word consciousness and motivation to learn new words and for supporting their retention of new words (e.g., providing student-friendly definitions and meaningful, contextualized examples; grouping words based on conceptual categories and associative meanings; developing semantic maps).

M. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in vocabulary development in order to address the assessed needs of all students.

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

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' ability to gain and enhance their understanding of appropriately complex texts.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, including reading comprehension strategies and trends in student work that provide insights into possible misconceptions, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

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

D. Demonstrate knowledge of the importance of and strategies for providing students with multiple opportunities to listen to, independently read, and respond to a wide range of appropriately complex literary and informational texts and to interact with others about texts in order to support and enhance their comprehension development and to gain, clarify, and deepen their understanding of a given text, including providing young children with frequent opportunities to repeat key parts of predictable or patterned texts during read-alouds and to reenact stories using a variety of strategies (e.g., using puppets and character voices, using student illustrations, using digital applications).

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

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

G. Recognize the essential role background knowledge (including vocabulary knowledge) plays in a reader's ability to make inferences from text, to make connections within and across texts, and to learn through reading; and apply knowledge of strategies for systematically supporting students in accumulating background knowledge through the reading of informational texts (e.g., reading aloud and discussing a wide range of informational texts with students, having students read and discuss multiple informational texts related to a given topic, helping English learners connect background knowledge from their home language and experiences to reading contexts in English, providing explicit explanations of content and Tier Three vocabulary relevant to a text, engaging students in hands-on learning and academic discussions related to a text's topic, encouraging and supporting students' independent reading of informational texts) to promote students' reading comprehension and deepen their understanding of appropriately complex texts.

H. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to apply metacognitive reading comprehension strategies to literary and informational texts in order to gain, clarify, and deepen their understanding of appropriately complex texts (e.g., establishing a purpose for reading assigned and self-selected texts; generating questions about a text before, during, and after reading; making predictions about a text and then confirming or correcting the predictions; creating mental images; making connections to personal experiences, ideas in other texts, and society; monitoring comprehension and making adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down).

I. Demonstrate knowledge of the importance of developing students' ability to comprehend increasingly complex literary and informational texts by engaging students in focused rereadings of complex grade-level texts and applying research-based best practices to support their understanding of the texts (e.g., using text-dependent questions; demonstrating how to use annotation to help construct meaning from and clarify ideas about a text; supporting students in deconstructing grammatically complex sentences; rereading the text with students for different levels of meaning; engaging students in collaborative conversations about and written responses to the text).

J. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in independent self-sustained reading with comprehension for increasing periods of time (e.g., by explicitly teaching students self-monitoring skills, comprehension repair strategies, and strategies for self-selecting appropriate texts).

K. Demonstrate knowledge of research-based strategies and best practices for teaching students how to vary approaches to reading a text according to the purpose for reading (e.g., skimming for gist, scanning for specific information, focused reading and rereading for deep understanding).

L. Demonstrate knowledge of the importance of structuring students' exposure to and reading of multiple genres of literary and informational texts and strategies for selecting and using multiple texts for reading instruction that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, school community, and society.

M. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in text comprehension in order to address the assessed needs of all students.

Commissioner Educator Standards (CES)

(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.

   (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.

Texas Administrative Code Educator Standards EC6 Language Arts and Reading

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

Teacher Knowledge: What Teachers Know
1.1k basic linguistic concepts (e.g., phonemes, segmentation) and developmental stages in acquiring oral language, including stages in phonology, semantics, syntax, and pragmatics, recognizing that individual variations occur;
1.2k how to build on students' cultural, linguistic, and home backgrounds to enhance their oral language development;
1.3k the relationship between the development of oral language and the development of reading;
1.4k skills for speaking to different audiences for various purposes;
1.5k active, purposeful listening in a variety of contexts;
1.6k the use of critical listening to analyze and evaluate a speaker's message;
1.7k listening skills for enjoying and appreciating spoken language; 1.8k the use of technology in promoting oral communication skills;
1.9k how to use effective informal and formal assessments to evaluate students' oral language skills, and recognize when speech or language delays or differences warrant in-depth evaluations and additional help or intervention;
1.10k Similarities and differences between oral and written language conventions and how to promote young students' awareness of these similarities and differences; and
1.11k How to use instruction that interrelates oral and written languages to promote student reading and learning (e.g., preview-review, discussions, and questioning) when speech or language delays or differences warrant in-depth evaluations and additional help or interventions.

Application: What Teachers Can Do
1.1s Acknowledge students' current oral language skills and build on these skills to increase students' oral language proficiency through specific language instruction using such activities as meaningful and purposeful conversations, dramatic play, songs, rhymes, stories, games, language play, discussions, questioning, and sharing information;

1.2s Strengthen vocabulary and narrative skills in spoken language by reading aloud to students and teaching them to recognize the connections between spoken and printed language;

1.3s Provide direct and indirect instruction, including modeling and reading aloud, in "classroom" English (e.g., language structures and pronunciations commonly associated with written English) and support students' learning and use of classroom English through meaningful and purposeful oral language activities;

1.4s Select and use instructional materials and strategies that promote students' language development, respond to students' individual strengths, needs, and interests, and reflect cultural diversity;

1.5s Help students learn how to adapt students' spoken   language to various audiences, purposes, and occasions;

1.6s Help students learn how to evaluate the content of their own spoken messages and the content and effectiveness of the messages of others;

1.7s Plan, implement, and monitor instruction that is focused on individual students' needs, strengths, and interests and is based on informal and formal assessment of students' progress in oral language development;

1.9s Provide opportunities for students to engage in active purposeful listening;

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

Teacher Knowledge: What Teachers Know

2.1k The concept of phonological awareness, its relationship to the ability to read an alphabetic language, and the development of phonological awareness in students (a student who has phonological awareness hears distinct words, syllables, and sounds in language separate from print);

2.2k The significance of phonological and phonemic awareness for reading and typical patterns in the development of phonological and phonemic awareness, and recognizes that individual variations occur (A student who has phonological awareness hears distinct words, syllables, and sounds in language separate from print. A student who has phonemic awareness can identify individual sounds in spoken words, blend together the separated sounds of spoken words to form words, and play with the sounds of spoken language by adding or taking away sounds from words.); and

2.3k Effective formal and informal assessments of phonological and phonemic awareness and be able to analyze results, and identifying appropriate instructional strategies for teaching phonological and phonemic awareness to individual student.
Application: What Teachers Can Do
2.2s Use instructional approaches, including language games, activities, materials, and direct teacher instruction, that promote students' phonological awareness;
2.4s Inform parents of their child's phonological development and its importance to reading and communicate with families about ways to encourage students' phonological awareness at home; and

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
Teacher Knowledge: What Teachers Know
3.1k The importance of the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language;
3.2k Expected patterns of students' alphabetic skills development and knowledge that individual variations may occur;
Application: What Teachers Can Do
3.2s Select and use instructional materials and strategies, including multisensory techniques (e.g., letter names, graphophonemic knowledge, and the relationship of letters and printed words to spoken language) to promote students' understanding of the elements of the alphabetic principle;
3.3s Use formal and informal assessments to analyze individual student's alphabetic skills, monitor learning, and plan instruction;
3.6s Provide learning experiences that promote students' ability to read critically and evaluate information presented in nonliterary texts.

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.
Teacher Knowledge: What Teachers Know

4.1k That literacy acquisition develops in an often predictable pattern from prereading (sometimes referred to as emergent literacy) to conventional literacy and that individual variations occur in literacy acquisition;

4.2k That the developing reader has a growing awareness of print in the environment, of the sounds in spoken words, and of the uses of print;

4.3k That literacy development occurs in multiple contexts through reading, writing, and the use of oral language;

4.4k A wide range of student literature and other texts written for students;

4.5k The importance of modeling and encouraging reading for pleasure and lifelong learning;

Application: What Teachers Can Do

4.1s   Provide instruction that focuses on concepts about print and functions of print, including book handling, parts of a book, orientation, directionality, and the relationships between written and spoken words;

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

Teacher Knowledge: What Teachers Know

6.1k How students' reading rate and fluency affect comprehension;

6.2k How young students develop reading fluency and that fluency involves rate, accuracy, and intonation;

6.3k How to assess students' reading fluency on an ongoing basis and know the norms that have been established for various age and grade levels;

6.4k Instructional practices that enhance the development of fluency, including providing opportunities for students to read regularly, both orally and silently, in independent-level materials and to do repeated reading and partner reading;

6.5k Instructional strategies and practices for promoting students' word analysis skills and reading fluency;

6.6k Differences in students' development of word analysis skills and reading fluency, and instructional practices for meeting students' individual needs in these areas; and

Application: What Teachers Can Do

6.1s Identify and monitor on an ongoing basis young students' fluency levels by using leveled passages or reading materials on a daily basis;

6.2s Provide frequent opportunities for fluency development through reading in independent-level materials, reading orally from familiar text, repeated reading activities, and silent reading for increasingly longer periods;

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

Teacher Knowledge: What Teachers Know

7.1k That reading comprehension begins with listening comprehension and knows strategies to help students improve listening comprehension;

7.2k How to model and teach literal comprehension skills (e.g., identifying stated main idea, details, sequence, and cause-and-effect relationships);

7.3k The continuum of reading comprehension skills and grade-level expectations for these skills;

7.4k Reading comprehension as an active process of constructing meaning;

7.5k Factors affecting students' reading comprehension, such as oral language development, word analysis skills, prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts (e.g., structure and vocabulary);

7.6k The role of visualization skills in reading comprehension;

7.7k The relationship between extensive reading, vocabulary development, and reading comprehension;

7.8k The use of metacognitive skills in reading comprehension;

7.9k Various literary genres (e.g., historical fiction, poetry, myths, and fables) and their characteristics;

7.10k How to model and teach inferential comprehension skills (e.g., inferring main ideas, comparisons, unstated and stated cause-and-effect relationships; summarizing; making predictions; drawing conclusions; making generalizations);

7.11k Know to model and teach evaluative comprehension skills (e.g., distinguishing between fact and opinion; detecting faulty reason reacting to a text's content, characters, and use of language);

7.12k How comprehension can be improved through wide reading, the importance of allocating time to wide reading, and how to develop and maintain classroom libraries and "sending home" libraries;

7.13k The importance of vocabulary development through wide reading and experiences, such as interpreting idioms, multiple-meaning words and analogies;

7.14k A variety of formal and informal procedures for monitoring students' reading comprehension and instructional practices to meet individual student's needs;

7.15k Comprehension skills and strategies for understanding and interpreting different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks;

7.16k Different purposes for reading and associated reading strategies;

7.17k   How to interpret and evaluate information presented in various formats (e.g., maps, tables, and graphs);

7.18k The importance of providing students with direct, explicit instruction in the use of comprehension strategies;

7.19k A range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, and discussing texts);

7.20k The importance of locating the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, other sources;

7.21k Literary response and analysis and ways to promote students' development of literary response and analysis;

7.22k Strategies for helping students comprehend abstract content and ideas materials (e.g., by using manipulatives, examples, and diagrams);

7.23k The reading comprehension needs of students with different needs (e.g., English Language Learners and students with disabilities) a how to provide instruction for those students; and

7.24k The use of technology in promoting reading comprehension.

Application: What Teachers Can Do

7.2s Use a variety of instructional strategies to enhance students' listening and reading comprehension, including helping students link the content of texts to students' lives and connect related ideas across different texts;

7.3s Guide students in developing and using metacognitive skills;

7.4s Model strategies for improving reading comprehension such as previewing texts, self-monitoring, and retelling;

7.5s Provide frequent opportunities for students to engage in silent reading, both at school and at home;

7.6s Guide students to generate questions and apply research about topics introduced in reading selections, both fiction and nonfiction;

7.7s   Provide time for extended reading of a wide range of materials, including expository texts;

7.8s   Use instructional strategies that help increase students' reading vocabulary;

7.9s   Provide instruction that increases knowledge of students' own culture and the cultures of others through reading;

7.10s   Provide instruction in how to use graphics (e.g., tables, charts, and signs) and other informational texts and technologies (e.g., the Internet) to acquire information;

7.11s   Provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals and discussions), including relating background knowledge to literary texts;

7.12s   Teach elements of literary analysis, such as story elements and features of different literary genres;

7.13s   Provide instruction in comprehension skills that support students' transition from "learning to read" to "reading to learn," (e.g., recognizing different types and functions of texts and matching comprehension strategies to the type of text) and teach students how to locate, retrieve, and retain information from a range of content-area and expository texts;

7.14s   Provide frequent opportunities for students to engage in silent reading at school and encourage opportunities for silent reading at home through the development and maintenance of classroom libraries and home libraries;

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

Teacher Knowledge: What Teachers Know

8.1k Predictable stages in the development of written language and writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, while recognizing that individual variations occur;

8.2k Writing processes, including the use of self-assessment in writing;

8.3k Writing for a variety of audiences, purposes, and settings;

8.4k The differences between first draft writing and writing for publication;

8.5k Appropriate instructional strategies and sequences for developing students' writing skills;

8.6k The development of writing in relation to listening, speaking, and reading, and know instructional strategies that connect these various aspects of language;

8.7k The similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;

8.8k The benefits of technology for teaching writing and writing for publication; and

8.9k Informal and formal procedures for ongoing monitoring and assessment of writing development and writing conventions, and know how to use assessment results to help plan instruction for individuals and groups.

Application: What Teachers Can Do

8.1s Create an environment in which students are motivated to express ideas in writing;

8.2s Teach purposeful, meaningful writing in connection with listening, speaking, and reading;

8.3s Formally and informally monitor students' writing development and provide focused instruction to address students' individual strengths, needs, and interests;

8.4s Provide instruction in various stages of writing, including prewriting, drafting, editing, and revising;

8.5s Provide instruction in the use of available technology that facilitates written communication;

8.6s Provide opportunities for students to write in a variety of forms and modes and for various purposes and audiences;

8.7s Provide opportunities for students to self-assess both personal writings (e.g., for clarity, comprehensiveness, and interest to audience) and development as a writer and to elicit critiques from others;

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

Teacher Knowledge: What Teachers Know

9.1k That young students go through predictable stages in acquiring writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, but that individual students vary in development of these conventions;

9.2k The relationship between spelling and phonological, graphophonemic knowledge, alphabetic awareness, and the importance of this relationship for later success in reading and writing;

9.3k The stages of spelling development (prephonetic, phonetic, transitional, and conventional) and how and when to support students' development from one stage to the next;

9.4k The similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize

these similarities and differences to promote effective use of written English conventions;

9.5k Formal and informal ways to assess young students' development of writing conventions;

9.6k The importance of spelling and graphophonemic knowledge for success in reading and writing; and

9.7k The appropriate use of writing conventions and appropriate grammar and usage for communicating clearly and effectively in writing.

Application: What Teachers Can Do

9.1s Formally and informally assess young students' development of writing conventions and provide focused instruction based on individual students' strengths, needs, and interests;

9.2s Provide hands-on activities to help young students develop the fine motor skills necessary for writing;

9.3s Teach pencil grip, paper position, and beginning stroke;

9.4s Provide direct instruction and guided practice in English writing conventions (e.g., grammar, spelling, capitalization, and punctuation);

9.5s Provide systematic spelling instruction in common spelling patterns based on phonics skills already taught and provide opportunities for student to use and develop spelling skills in the context of meaningful written expression (e.g., applying decoding skills as one strategy to help proofread spelling during the editing process);

9.6s Work with students to select pieces of their work to teach writing conventions, recognizing that first drafts are not always edited and revised, but help students realize that accuracy in conventions is necessary when preparing a piece for publication;

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

Teacher Knowledge: What Teachers Know

10.1k   Appropriate uses and characteristics of screening devices, formal assessments (e.g., norm-referenced achievement tests and criterion- referenced state tests) and informal assessments (e.g., curriculum- based reading assessments and informal reading inventories) related to the development of literacy in young students;

10.2k   Formative and summative uses of assessment;

10.3k   How to use multiple assessments and the results of these assessments to inform reading and writing instruction;

10.4k   How to use assessment to determine when a student needs additional help or intervention to bring the student's performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS);

10.5k   How students' use of self-evaluation and self-monitoring procedures can enhance literacy development;

10.6k   The reciprocal nature of assessment and instruction and how to use assessment results to select appropriate instructional strategies and materials (e.g., basals, supplemental programs, and trade books) to ensure the literacy development of all students;

Application: What Teachers Can Do

10.1s Use multiple assessments to plan instruction in and monitor the literacy development of young students;

10.2s Analyze students' errors in reading and writing and use them as a basis for future instruction;

10.3s Use ongoing assessments to determine when a child may be in need of classroom interventions or specialized reading instruction and develop an appropriate instructional plan;

10.5s Communicate instructional decisions based on research, assessments, and knowledge of students; and

Kindergarten ELAR TEKS

  (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. The student is expected to:

   (A) demonstrate phonological awareness by:

     (i) identifying and producing rhyming words;

     (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;

     (iii) identifying the individual words in a spoken sentence;

     (iv) identifying syllables in spoken words;

     (v) blending syllables to form multisyllabic words;

     (vi) segmenting multisyllabic words into syllables;

     (vii) blending spoken onsets and rimes to form simple words;

     (viii) blending spoken phonemes to form one-syllable words;

     (ix) manipulating syllables within a multisyllabic word; and

     (x) segmenting spoken one-syllable words into individual phonemes;

   (B) demonstrate and apply phonetic knowledge by:

     (i) identifying and matching the common sounds that letters represent;

     (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;

     (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and

     (iv) identifying and reading at least 25 high-frequency words from a research-based list;

   (C) demonstrate and apply spelling knowledge by:

     (i) spelling words with VC, CVC, and CCVC;

     (ii) spelling words using sound-spelling patterns; and

     (iii) spelling high-frequency words from a research-based list;

   (D) demonstrate print awareness by:

     (i) identifying the front cover, back cover, and title page of a book;

     (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;

     (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;

     (iv) recognizing the difference between a letter and a printed word; and

     (v) identifying all uppercase and lowercase letters; 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 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 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.

(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, including:

(i) complete sentences;

(ii) verbs;

(iii) singular and plural nouns;

(iv) adjectives, including articles;

(v) prepositions;

(vi) pronouns, including subjective, objective, and possessive cases;

(vii) capitalization of the first letter in a sentence and name;

(viii) punctuation marks at the end of declarative sentences; and

(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and

(E) share writing.

1st Grade ELAR TEKS

(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. The 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 trigraphs;

(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. 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;

   (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 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.

(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.

(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 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.

2nd Grade ELAR TEKS

(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, trigraphs, 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.

   (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.