



Diagnosis and Correction of Reading Difficulties  
READ 4223 Section X201  
Spring 2024

Contact Information

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Academic Interests/Specialization

Reading Assessment, Reading Motivation, Writing self-efficacy, and  
Vocabulary instruction

Textbook & Instructional Materials

Johns, J. L. (2016). Basic reading inventory (12<sup>th</sup>ed). Dubuque, IA: Kendall/Hunt  
Publishing Company. ISBN: 9781524905620

Erekson, J., Optiz, M., & Schendel, R. (2020). Understanding, assessing, and  
teaching: A diagnostic approach (8<sup>th</sup>ed). Boston: Allyn & Bacon.

Gingham, T. (2018). Teaching Texas: A complete and practical approach to  
understand applying the pedagogy and professional responsibilities (PPR)  
TExES(5<sup>th</sup> ed). Dubuque, IA: Kendall/Hunt Publishing Company. ISBN:  
9781524946494

Course Description

To assess students' reading ability in ten areas: oral language development,  
print awareness, phonological and phonemic awareness, phonics, fluency,  
vocabulary development, comprehension of literacy and informational texts,  
reading comprehension skills, and writing development.

Course Objectives

1. Students will demonstrate knowledge of informal assessment measures and will select and use various assessment instruments appropriate for children (including English Language Learners) they are tutoring (ILA standard 7, PPR (f), STR standards, STR Competency 2, 13).
2. Students will demonstrate knowledge of how to use a child's literacy strengths to meet his/her literacy needs as the students plan and carry out appropriate literacy lessons for the children they are tutoring (ILA standard 7, PPR (f), STR standards, STR competency 2, 13,).

3. Students will demonstrate knowledge of reading and writing processes and will select appropriate literacy methods, strategies, and materials for the children (including English Language Learners) they are tutoring (STR standards, EC-6 Core Subjects ELAR Standards and competencies, PPR standards)
4. Students will analyze and interpret informal diagnostic data in order to develop tutoring lessons appropriate for the strengths and needs of the children (including English Language Learners) they are tutoring (ILA standard 7, PPR (f), STR standards, STR competency 2, 13).
5. Students will demonstrate knowledge of how to document and monitor children's literacy progress (ILA standard 7, PPR (f), STR standards, STR competency 2, 13).
6. Students will analyze and adjust their own instruction as needed to assist children to develop their literacy abilities (ILA standard 7, PPR (f), STR standards, STR competency 2, 13).
7. Students will demonstrate knowledge of a variety of reading teaching methods, reading and writing strategies, and materials to assist children with reading and writing including technology implementation plans (ILA standards 1-6, STR standards, EC-6 Core Subjects ELAR Standards and competencies, PPR standards).
8. Students will synthesize diagnostic data obtained from informal assessments, lesson plans, and lesson reflections in a case study report and presentation (ILA standard 7, PPR (f), STR standards, STR competency 2, 13).
9. Students will engage with classroom teachers and parents by sharing their case study report about the children's learning progress (ILA standard 7, PPR (f), STR standards, STR competency 2, 13).

#### Standards

The course learning objectives and framework are aligned with the International Literacy Association (2017) Standards for Literacy Professionals, the Science of Teaching Reading (STR) standards/ examination framework (competency 1-13), TExES EC-6 Core subject ELAR standards/examination framework (competency 1-10), PPR standards, Texas Teacher Standard (TAC Chapter 149), and Chapter 110 Texas Essential Knowledge and Skills (TEKS) for Elementary English Language Arts and Reading. The detailed competency (or competencies) and standards for each assignment are listed below. The WCOE Conceptual Framework/Standards and TEKS Standards are listed on Appendix C and D.

## **International Literacy Association (2017) Standards for Literacy Professionals**

### Standard 1: Foundational Knowledge

Teacher candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.

### Standard 2: Curriculum and Instruction

Teacher candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.

### Standard 3: Assessment and Evaluation

Teacher candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.

### Standard 4: Diversity and Equity

Teacher candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

### Standard 5: Learners and the Literacy Environment

Teacher candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

### Standard 6: Professional Learning and Leadership

Teacher candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.

Standard 7: Practicum/Clinical Experiences (for specialized literacy professionals only). Teacher candidates apply theory and best practice in multiple supervised practicum/clinical experiences.

Assignments: Journal Entry; Lesson plans & written reflections; Constructed response questions; Final tutoring report and presentation; case study analysis

## **PPR Standards**

PPR Standards 19 TAC §235.11 (b) Instructional planning and delivery:

Demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners.

PPR Standards 19 §TAC 235.11 (c): Work to ensure a high level of learning-social-emotional development, and achievement outcomes for all students, taking into consideration each student's education and developmental backgrounds and focusing on each student's needs.

PPR Standards 19 §TAC 235.11(f) Data-Driven Practices: Use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content.

Assignments: Case Study Analysis; Final tutoring report & presentation; Teaching Strategy Notebook; Reflective Journals; Theory into Practice Project.

### **Science of Teaching Reading (STR) Standards**

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

Assignments: Reflective Journals, Case Study Analysis

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

Assignments: Case Study Report Analysis; Teaching Strategy Notebook

Standard 19 §TAC 235.15 (c) Reading Pedagogy: Demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including: (1) implementing both formal and informal methods of measuring student progress in early reading development; (2) designing and executing developmentally appropriate, standards-driven instruction that reflects evidence-based best practices; and (3) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

Assignments: Case Study Analysis; final tutoring report and presentation; lesson plans and written reflections

### **Technology Applications for All Teachers Standards**

Standard I: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas and create products:  
1.1k how to use innovative technology and electronic communication to create new knowledge.

Standard III. All teachers acquire, analyze, and manage content from digital resources:

3.1k how to use strategies for acquiring information from electronic resources in a variety of formats.

Assignment: Case Study Analysis/Lesson plans & written reflections

**Science of Teaching Reading (STR) Examination Framework TEST 293**

Domain I: Reading Pedagogy

Competency 001: Foundations of the Science of Teaching Reading

- A. Demonstrate knowledge of scientifically based reading research.
- 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 5.)
- 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, beginning, and transitional and advanced 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 young children's development of both foundational reading skills and various dimensions of reading comprehension at all stages of reading development.
- H. Demonstrate knowledge of key principles of research-based and evidence-based reading instruction, including basing instruction on the standards outlined in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5); making instructional decisions based on ongoing assessment results; designing and implementing developmentally appropriate, standards-driven instruction that reflects evidence-based best practices; and ensuring that reading instruction is systematic, sequential, explicit, and strategic and promotes the prevention of reading difficulties.
- I. Demonstrate knowledge of the importance of using an assets-based approach when acquiring, analyzing, and using background information about students to inform instructional planning and engage all students in learning.

- J. 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.
- P. Demonstrate knowledge of the critical role that families play in young children's reading development, strategies for promoting collaboration with families to support every student's development in reading, and ways to empower families to engage in at home with their child, and to facilitate their child's reading development in various areas (e.g., using new vocabulary, practicing decoding skills, and oral reading fluency)
- R. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support young children's reading development, reading engagement, and motivation to read.
- S. Demonstrate knowledge of criteria for evaluating and selecting curricular resources and research-based strategies and best practices for teaching students how to select, view, and share books and other reading materials for independent reading.

Competency 002: Competency 002 -- Foundations of Reading Assessment

- A. Demonstrate knowledge of the role of assessment in standards-based reading instruction, including basing reading assessment on relevant grade-level standards in the Texas Prekindergarten Guidelines or TEKS for ELAR, and using data from ongoing reading assessments to inform instruction, to plan differentiated instruction, and to adjust instructional planning and delivery to meet all students' reading needs.
- B. Demonstrate knowledge of key assessment concepts and the characteristics, uses, and limitations of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties
- C. Demonstrate understanding of the importance of using both code-based and meaning-based classroom reading assessments to inform instructional planning, and identify techniques for assessing decoding skills (e.g., using word lists to assess recognition of high-frequency sight words; using word pattern surveys, etc.) and various dimension of reading comprehension (e.g., using oral retelling, using oral language and writing samples to analyze academic language and vocabulary development, etc.)

- D. Demonstrate understanding of the importance of selecting and using texts for reading assessments that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, the school community, and society.
- E. Demonstrate knowledge of key assessment concepts (e.g., validity, reliability, equity in testing) and the characteristics, uses and limitation of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties.
- F. Demonstrate knowledge of the distinctions between group and individual classroom reading assessments and the characteristics, uses, and limitations of various formal and informal reading inventories, phonics inventories, spelling inventories, retelling, running records, oral reading fluency measures, and use of rubrics of portfolio assessment of authentic reading tasks.
- G. Demonstrate knowledge of the distinctions between group and individual classroom reading assessments and the characteristics, uses, and limitations of various formal and informal reading assessments (e.g., miscue analyses, informal reading inventories, phonics inventories, spelling inventories, retellings, running records, oral reading fluency measures, use of rubrics, portfolio assessment, and assessment of authentic reading tasks).
- H. Demonstrate knowledge of strategies for using the results of assessment to guide students' independent reading, including conferencing with individual students about their interest, text selections, and response to specific texts.
- I. Demonstrate knowledge of strategies for using the results of assessment (e.g., informal reading inventories, interest surveys or questionnaires) to guide students' independent reading, including conferencing with individual students about their interests, text selections, and responses to specific texts.
- J. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support the assessment of reading development.
- K. Demonstrate knowledge of strategies for differentiating reading assessments to ensure that they accurately assess all students' reading needs.

Assignments: Teaching Strategy Notebook; Reflective Journals; Lesson plans & written reflections

Domain 2: Reading Development: Foundational Skills

Competency 003 (Oral Language Foundations of Reading Development)

- 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 intervention.

Competency 004(Phonological and Phonemic Awareness) planning and delivery including differentiation strategies and interventions.

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

Competency 005 (Print Concept and Alphabet Knowledge)

- 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.

Competency 006 (Phonics and Other Word Identification Skills)

- 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.



#### Competency 007 (Syllabication and Morphemic Analysis Skills)

- 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.

#### Competency 008 (Reading Fluency)

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

Assignments: Case Study Analysis; Teaching Strategy Notebook; Reflective Journals; Lesson plans & written reflections

#### Domain 3: Reading Development: Comprehension

#### Competency 009 (Vocabulary Development)

- 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.

#### Competency 010 (Comprehension Development)

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in reading comprehension (e.g., inferring), including their development of reading comprehension strategies (e.g., self-monitoring).
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, including reading comprehensions strategies and trends in students' work that provide insights into possible misconceptions and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

### Competency 011 (Comprehension of Literary Texts)

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' reading comprehension and analysis of literary texts.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, and analysis of literary texts and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

### Competency 012 (Comprehension of Informational Texts)

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' reading comprehension and analysis of informational texts.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, and analysis of informational texts and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Assignments: Case Study Analysis; Teaching Strategy Notebook; Reflective Journals; Lesson plans & written reflections

### Domain IV-Analysis and Response

Competency 13 (Analysis and Response): Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, development written response based on the data and information presented.

- A. Demonstrate the ability to analyze, interpret, and discuss accurately and appropriately the results of a reading assessment for an individual student.
- B. Demonstrate the ability to identify a significant need that a student demonstrates related to foundational reading skills (e.g., phonemic awareness skills, phonics skills, recognition of high-frequency words, syllabication skills, morphemic analysis skills, automaticity, reading fluency (e.g., accuracy, rate, and prosody) and to support the analysis with specific, appropriate examples from the student's reading performance.
- C. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in foundational reading skills.
- D. Using sound reasoning and knowledge of foundational reading skills, demonstrate the ability to explain the effectiveness of the selected instructional strategy or intervention to address a student's identified need in foundational reading skills.

- E. Demonstrate the ability to identify a significant need that a student demonstrates related to reading comprehension (e.g., vocabulary knowledge; knowledge of sentence and grammatical structures; application of literal, inferential, or evaluate comprehension skills; use of comprehension strategies; application of text analysis skills to a literary or informational text) and to support the analysis with specific, appropriate examples from the students' reading performance.
- F. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in reading comprehension.

Assignments: Constructed response questions; case study analysis;  
Final tutoring report and presentation

### **TEXES EC-6 Core Subjects ELAR Standards**

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

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

Standard 3: Alphabetic 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.

Standard 4: 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.

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

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

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

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

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

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

Standard 11: Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard 12: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Assignments: Case Study Analysis; Lesson plans & written reflections;  
Final tutoring report and presentation

### **TEXES EC-6 Core Subjects ELAR Competency (Test 391)**

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

Competency 002- 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.

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.

Competency 004—Reading Comprehension and Applications: The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

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

Competency 006—Reading, Inquiry, and Research: The teacher understands the importance of inquiry and research skills to students' academic success and provides instruction that promotes students' acquisition and effective use of these skills in the content areas.

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.

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.

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.

Assignment: Lesson plans & written reflections; Final tutoring report

### Campus Carry Policy

Active Shooter:

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

Campus Carry:

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

### Academic Honesty

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

### Plagiarism Statement

Plagiarism is academic dishonesty. Plagiarism will be considered grounds for failing this course. You are required to use the APA citation properly and you are not allowed to directly quote the textbook or any other books without proper citation.

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

## Attendance Policy

This course has a strict attendance policy. Professional teachers are dependable, reliable, and responsible. Therefore, you are expected to be on time and in attendance at every class. Tardiness, leaving early, and absences are considered evidence of lack of dependability and are taken seriously.

If you are absent, your grade will be reduced.

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

2<sup>nd</sup> Absence – 50 points deducted from your final grade average

3<sup>rd</sup> Absence – 100 points deducted from your final grade average

More than 3 absences – additional 100 points deducted from your final grade average for each absence beyond the first 3.

If you have an unexpected medical treatment, car accident or a family emergency, etc. You must turn in a doctor's note and/or official documents at the time you return to class. It is your responsibility to provide the written documentation to the instructor to avoid the loss of points.

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

Disability Access: In accordance with the law, MSU provides academic accommodations for students with documented disabilities. Students with documented disabilities who believe they may need accommodations in this class are encouraged to notify the instructor and to contact the MSU Disability Support Services, Clark Student Center, Room 168, phone: 940 – 397 – 4140.

Do not use your laptop to do any assignments in the class. You are supposed to do your assignments after the class. It may result in your being issued a fitness alert if the instructor finds that you are doing homework and/or if you are on a social network website (e.g., Facebook, Twitter, etc). Meantime, you will lose 300 points.

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

Special notes: some in-class projects may be required, but not listed specifically in the syllabus. You will be informed in class and/or-via email of any changes to the calendar.

### Late Assignment Policy

No late work is acceptable. 50 points per day will be deducted for late assignments. Arrangements for exceptional cases must be made AT LEAST two days prior to the due date, but only one time per semester. You need to turn in all course assignments to D2L.

### Inclement Weather Policy

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

### Accommodation Policy

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the professor as soon as possible so we can discuss accommodation necessary to ensure your full participation in the course and to facilitate educational opportunities

### Special Trainings

Throughout the semester, students will receive four in-person and on-line training activities that are related to how to diagnose students' reading challenges and provide effective strategies to improve their instructional needs. House Bill (HB), 86<sup>th</sup> Texas Legislature, 2019, requires that all educators that teach any grade level from prekindergarten through grade six demonstrate proficiency in the science of teaching reading on a certification examination beginning January 1, 2021. The instructor will provide the Science of Teaching Reading (STR) training on Monday, March 18<sup>th</sup>.

### Key Assessments

Final tutoring report and case study report presentation.

## **Assignments**

### **Participation**

Merely attending class is not sufficient to earn the class participation credit. You are expected to come to class prepared and ready to actively participate in each class session: ask questions, answer questions, share your knowledge and experiences, and actively participate in whole class and small group discussions and activities. Read any assigned course materials, bring your texts and course materials to every class session, and take responsibility for your share of the discussion. Absence will affect your participation grade. Each absence will lose 10 points for participation.

### **Clinical Experience: Tutoring Performance**

- a. During the semester, you will design and carry out 8 tutoring lessons during designated tutoring hours (1:00pm-2:30pm), starting on Wednesday, February 21<sup>st</sup> and ending on Apr.17<sup>th</sup> at Fain Elementary School. In case of illness, you should notify the instructor by 10:00 am on

the day of your tutoring lesson. Appropriate attire is required. No bare midriff. No tongue rings.

- b. You must have a lesson plan for each tutoring session.
- c. Take anecdotal notes during and after your tutoring sessions to record your observations of student engagement in reading and writing activities.
- d. Demonstrate professionalism in your speech and action at all times when interacting with children, teachers, school staff, and the school principal.
- e. Write thoughtful reflective journals after each tutoring session.

Details of writing lesson plans and reflective journals will be discussed.

### **Double Entry Journal (Group Project)**

Each group needs four students. You will write a journal entry outside of class in response to each chapter's reading, which will be based on the Erekson, Opitz & Schendel textbook (Reading Diagnosis and Improvement 8<sup>th</sup> edition). Each journal entry has two columns. On one side, you'll write at least 5 quotes that strike you during the reading; on the other side, you should write your personal responses to these quotes. The response can be related to your prior knowledge on this topic, other readings you have done, your own schooling/learning experiences, and/or how this quote makes you feel and why, etc. You are expected to bring your journal to each class for sharing in small groups or with the whole class. You need to turn in your journal entry after every 5 chapters (Due days are Feb. 4<sup>th</sup>, Apr. 15<sup>th</sup>, and Apr. 24<sup>th</sup>). An example of a Double Entry is listed on page number 26.

### **Teaching Resource Notebook (Group Project)**

You need to create or compile a notebook of 30 teaching strategies that you could use to support EC-3/EC-6 students' literacy development. The strategies should be divided into the following categories: phonics (5), phonological and phonemic awareness (5), fluency (5), vocabulary (5), reading comprehension strategies for narrative and expository texts (5), and writing process (5). Each entry should use the following format:

- A. Heading: Name of strategy
- B. Purpose: What will the students learn? Why do the routine?
- C. Description of the procedures: How would you do this in a classroom or tell someone else how to do this?
- D. Materials needed.
- E. Activities that could extend the learning.
- F. Reference: Where did you get this idea?

You may cross-reference strategies if you feel that they fit into more than one category, however each strategy will be counted only once. An example of a Teaching Strategy Notebook will be uploaded to D2L.

### **Lesson Plan (Individual Project)**

The reason for conducting reading diagnosis is to ascertain one or two children's reading strengths and needs in order to adjust your instruction to benefit their learning. It also depends on the school needs such as the numbers of students



who need to receive tutoring sessions. In order to learn how to diagnose the children's strengths and needs and how to adjust instruction, you will assess and tutor two children. On the basis of your analysis of the data from the assessments you administer and from your observations, you will design and implement approximately seven, 60-90-minute tutoring sessions in which you will utilize the children's literacy strengths to improve their literacy needs. To conduct instructional sessions, you need to collect assessment data to assist you in planning for instruction. You will need to determine what data to collect and what instruction you must provide. You must make decisions about the reading strengths and needs of the children you are tutoring. You are to write a weekly tutoring lesson plan for each tutoring session. The format of the lesson will be discussed in class, and a form for writing the lesson plan is provided.

There are two lesson plan formats listed in the syllabus (pp.27-28). Session #1 (pre-test) will be focused on using a variety of assessments; you will apply different strategies to meet each child's need after the tutoring session # 2. A hard copy of the typed, single-spaced, 12 fonts (Times New Roman font, like this syllabus), lesson plan is due in the class on Mondays so that I can give you feedback before the next tutoring session. The sessions 2-6 are a treatment period. This means that you not only provide a variety of strategies to meet the students' instructional needs, but also include some informal assessments such as taking observation notes, asking questions, etc. Assessment and instruction are always tied together during your tutoring sessions. The final session will be an overview to determine whether the students have made improvement, and it is more like a post-test. An example of lesson plan will be posted to the D2L.

## **Reading Assessment Tools**

### **(1) Interest Inventory**

Several interest inventories are available. You will administer the one most appropriate for the child you are tutoring. Administer the interest inventory during the first tutoring session. Following the tutoring session (do not take tutoring time to analyze the form), summarize in your lesson plan what you learned about the child from the interest inventory. In the written lesson reflection, reflect on that information. How will it affect your tutoring?

### **(2) Garfield, Burke's, or the Metacognitive Reading Interview**

You will be introduced to several reading interview forms during class. The objective of a reading interview is to discover how the child you are tutoring views reading. You will administer the most appropriate interview for the child you are tutoring. Administer the reading inventory during the first tutoring session. Following the tutoring session (do not take tutoring time to analyze the form), summarize in your lesson plans what you learned about the child's views of reading from the interview. In the written lesson reflection, reflect on that information. How will it affect your tutoring?

### (3) Writing Sample

During one of the first tutoring sessions and during one of the last tutoring sessions (3 times), collect a writing sample from the children you are tutoring. Do not use tutoring time to do the analysis, use the form handed out in class to analyze each child's writing in terms of syntactic usage, semantic usage, graphophonic usage, writing mechanics usage (capitalization, punctuation, spacing, and legibility/penmanship). In your lesson plan summarize what you learned about the children's writing from the writing sample. In the written lesson reflection, reflect on that information. How will it affect your tutoring? How can you help each child with writing during the tutoring lessons?

### (4) Writing Interview

During one of the first tutoring sessions, administer the writing interview to the children you are tutoring. You may need to reword some of the items for younger children. In your lesson plan summarize what you learned about the children's views of writing from the writing interview. In the written lesson reflection, reflect on that information. How will it affect your tutoring? How can you help each child with writing during the tutoring lessons?

### (5) Spelling Inventory

You will be introduced to more than one spelling inventory form during class. During one of the first tutoring sessions, administer the appropriate spelling inventory to the children you are tutoring. In your lesson plan summarize what you learned about their spelling from the spelling inventory. In the written lesson reflection, reflect on that information. How will it affect your tutoring? What are each child's spelling strengths? What is each child's spelling needs? What patterns do you see? How can you help the children with spelling during the tutoring lessons, or is spelling a strength on which you do not need to focus?

### (6) Informal Reading Inventory (IRI) Summary Sheets

Administer the various parts of the Johns Informal Reading Inventory. This includes the word lists and oral reading passages. You will only administer the silent reading passages and listening passages if the children you are tutoring are a certain age level. Each part of the inventory provides specific information about the children's reading ability. After administering the IRI, score each part and complete the appropriate summary forms. Following the tutoring session, analyze the information from the forms (do not take tutoring time to do your analysis). Provide a brief summary of the information from each part of the IRI in your lesson plan for that tutoring session. In the written lesson reflection, reflect on that information. How will the IRI information affect your tutoring? What is each child's reading level? What are their reading strengths—word ID or comprehension? What are their reading needs? What patterns do you see in their reading? How can you help each child with reading during the tutoring lessons?

### **Written Reflections (Individual Project)**

Following each tutoring lesson, you will write a 1-1 ½ page written reflection of the lesson—what went well, what went wrong, why did it go well, why didn't it go well, what might you have done differently, and so on. You also need to analyze the results of any assessments you administered during the lesson and write up

your final tutoring report by the end of the semester. Written reflections are due with the typed lesson (double-spaced, 12 fonts, Times New Roman) in the class on Monday so that I can give you feedback before the next tutoring session. A reflective indicator includes: (a) things that worked;(b) things that did not work;(c) things to be done differently;(d) plans for future lessons; (e) strengths and weaknesses of the child;(f) anything that stands out/unique/interesting;(g) reasons for lesson activity development; materials selections; (h) student progress in strategy use; (i) request for support of instructional materials and teaching strategies/activities. An example of a reflection will be posted on the D2L.

### **Final Tutoring Report (Individual Project)**

At the end of your tutoring experience, you will synthesize all of the data you have gathered about the children you tutored into a case report presentation. Utilizing information from the assessment data, the tutoring lessons, and your written journal reflections, you will describe what you discovered about the tutored students' reading levels, strengths and needs, useful instructional strategies, and so on. You will write a tutoring report and, in this report, you will describe the instructional strategies that you used with the student. Discuss the effectiveness of the different instructional strategies on the learner's literacy development (i.e. word identification, vocabulary fluency, comprehension/meaning construction, writing), and include recommendations for continued literacy learning. Final tutoring report's evaluation and rubric are listed in the syllabus (page 29-34). An example of a tutoring report will be posted on the D2L. You need to upload your final tutoring report to D2L.

### **Comprehensive Tutoring Report Presentation (Individual Project)**

In order to assist you in preparing your presentation, keep detailed and accurate notes and information from each assessment and tutoring session. Your lesson plans will also provide you with valuable information as you prepare your presentation. Plan to describe two instructional strategies that you have used with your tutoring student during the semester. Your presentation will include a complete explanation of the strategies with PowerPoint visual aids. An evaluation criterion is listed on page 33-34. Please upload your power point to D2L.

### **Comprehensive Case Study Portfolio Folder But not for grading**

On the first day of tutoring, begin to collect and store in a folder the materials from each tutoring session. Materials should be arranged chronologically with the most recent materials on top. The folder will include the original assessments, copies of your lesson plans, and copies of your written reflections. The folder and its contents will become part of the reading clinic files.

### **Constructed Response Case Study Analysis Project (Pair Project)**

You will review two comprehensive case studies. You need to write comprehensive teaching plans and strategies for the two cases. Plan teaching strategies and resources that will help the students in each of the two cases to

make progress and overcome reading challenges. The two case studies will be given in the class.

**Theory into Practice Project- (Pair Project)**

Listed below are 30 terms/concepts in random order that you have encountered, read about or discussed in class.

1). Group the terms into ten clusters with each cluster containing terms that you think go together in some way. Each cluster can have a few as 2 items or as many as 4 items. You can use each term/concept more than once, but you must use all of them.

2) Put a label on each cluster and describe why you chose the label and why the terms go together.

Briefly discuss why each cluster is important to literacy instruction in classrooms.

Sound substitution	Prosody
Aesthetic reading	Vygotsky
Phonemic awareness	Affixes
Zone of proximal development	Phonemes
Morphemes	Diphthongs
Sociolinguistic theory	Schema
Blends	Efferent reading
Piaget	Graphemes
Word sorts	Scaffolding
Root words	Phonics
Digraphs	Onset
Rime	Decoding skills
Social interaction	Fluency
Phonological system	Constructivist theory
Prefixes	Semantic system

Format

Name of the Cluster (Label):

Terms:

Describe why you chose the label and why the terms go together

Discussion of why each cluster is important to literacy instruction in classrooms.

An example of a theory into practice project will be uploaded to D2L

Scoring for Each Reading Core Component

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

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

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

Instructional Approach	Component Analysis (Across the course)	Points Earned for each component
Instructional Hours	(1) Phonemic Awareness-2 hours;(2) Phonics- 2 hours (3) Vocabulary- 3 hours; (4) Comprehension- 4 hours, (5) Fluency- 2 hours	20
Objective Measure of Knowledge	Reflective journal, Teaching Strategy Notebook, Lesson plans and written reflection, Final tutoring report	30
Practice/Application	Clinical Experience- tutoring sessions, Final Tutoring Report Presentation	30
Background Materials	One Textbook, five supplementary materials, and five video teaching demonstrations.	20
Total Points earned for Each Component		100

### Final Grades

It is very important that you complete all tutoring lesson plans, assessments, and written reflections in a timely manner in order to prepare for the next tutoring lesson; therefore, late work will not be accepted. If you have any unfinished assignment, you will receive "incomplete" on your final grades till you completely finish all course required assignments. Grades are determined by weighing the course requirements in the following manner.

Table 1

If you have any unfinished assignment, you will receive “incomplete” on your final grades till you completely finish all course required assignments. Meanwhile you will lose 100 points for your final grade. Grades are determined by weighing the course requirements in the following manner.

Assignment	Points
Participation/Tutoring Performance	100
Reflective Journal	150
Teaching Strategy Notebook	50
Theory into Practice	50
Lesson Plans	160
Written Reflections	160
Final Tutoring Report	130
Final Tutoring Report Presentation	100
Constructed Response Case Study Analysis	100
Total	1000

Table 2 Total points for final grade

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

## Course Schedule

**\*\*Indicates due dates:**

<b>Date</b>	<b>Topics</b>	<b>Reading Assignments/ Assignment Due</b>
Week 1 Jan.15 (M)	1.Martin Luther King, Jr. Day	No class
Week 1 Jan.17 (W)	2. Course Introduction Syllabus Background Check	Review Course Syllabus
Week 2 Ja.22 (M)	3. Introduction to a diagnostic reading and improvement program	Chapter 1 Erekson,Opitz & Schendel Text
Week 2 Jan.24 (W)	4. Factors that affect reading performance	Chapter 2 Erekson,Opitz & Schendel Text
Week 3 Jan.29 (M)	5. Classroom Assessments	Chapter 3 Erekson, Opitz & Schendel Text
Week 3 Jan.31 (W)	6. Oral Reading Assessment	Chapter 4 Erekson, Opitz & Schendel Text
Week 4 Feb.5 (M)	7. Overview Basic Reading Inventory: How to Determine the Students' Three Reading Levels	Johns Text
Week 4 Feb.7 (W)	8. Overview Basic Reading Inventory: How to Determine the Students' Three Reading Levels	Johns Text
Week 5 Feb.12 (M)	9.Commercial Tests	Chapter 5 Erekson, Opitz & Schendel Text
Week 5 Feb.14 (W)	10. Becoming the Teachers with a Diagnostic Mindset	Chapter 6 Erekson, Opitz & Schendel Text ** Double Entry Journal # 1(Chapter 1-5) Due

<b>Date</b>	<b>Topics</b>	<b>Reading Assignments/ Assignment Due</b>
Week 6 Feb.19 (M)	11.Overview Basic Reading Inventory and Prepare for tutoring sessions	NA
Week 6 Feb.21 (W)	12. Tutoring Session	**First tutoring session at Fain Elementary School
Week 7 Feb.26 (M)	13.Teaching with Texts	Chapter 7 Erekson, Opitz & Schendel Text
Week 7 Feb.28 (W)	14.Tutoring Session	**Second tutoring session at Fain Elementary School
Week 8 Mar.4 (M)	15. Early Literacy	Chapter 8 Erekson, Opitz & Schendel Text
Week 8 Mar.6 (W)	16.Tutoring Session	** Third tutoring session at Fain Elementary School
Week 9 Mar.11 (M)	17. Spring Break	No Class
Week 9 Mar.13 (W)	18. Spring Break	No Class
Week 10 Mar.18 (M)	19. Teaching Reading (STR) Training	STR Training
Week 10 Mar.20 (W)	20. Tutoring Session	** Fourth tutoring session at Fain Elementary School
Week 11 Mar.25 (M)	21. Helping Children Comprehend	Chapter 9 Erekson, Opitz & Schendel Text
Week 11 Mar.27 (W)	22. Tutoring Session	** Fifth tutoring session at Fain Elementary School



<b>Date</b>	<b>Topics</b>	<b>Reading Assignments/ Assignment Due</b>
Week 12 Apr.1 (M)	23. Helping Children Comprehend	Chapter 9 Erekson, Opitz & Schendel Text ** Teaching Resource Book Due
Week 12 Apr.3 (W)	24. Tutoring Session	** Sixth tutoring session at Fain Elementary School
Week 13 Apr.8 (M)	25. Vocabulary	Chapter 10 Erekson, Opitz & Schendel Text
Week 13 Apr.10 (W)	26. Tutoring Session (The instructor will attend the American Educational Research Association Annual Conference in Chicago, IL).	** Seventh tutoring session at Fain Elementary School
Week 14 Apr.15 (M)	27. Phonics	Chapter 11 Erekson, Opitz & Schendel Text ** Double Entry Journal #2 (Chapter 6-10) Due
Week 14 Apr.17 (W)	28. Tutoring session	** Eighth tutoring session at Fain Elementary School
Week 15 Apr.22 (M)	29. Teaching Writing	Chapter 13 Erekson, Opitz & Schendel Text ** Theory into Practice Due
Week 15 Apr.24 (W)	30. Fluency	Chapter 12 Erekson, Opitz & Schendel Text ** Double Entry Journal #3 (Chapter 11-14) Due
Week 16 Apr.29 (M)	31. Partnering with Families, Teachers, and Community	Chapter 14 Erekson, Opitz & Schendel Text ** Constructed Response Case Study Analysis Due
Week 16 May 1	32. Presentation	** Final tutoring report and presentation
Week 17 May 8 (W) (3:30 pm - 5:30 pm)	33. Wrap up	** Final tutoring report and presentation power point upload to D2L

## READ 4223: An Example of a Double Entry Journal

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1) "A broad definition is that reading is a dynamic, complex act that involves the bringing to and the getting of meaning from the printed page. This definition implies that readers bring their backgrounds, their experiences, as well as their emotions, into play." Reading Diagnosis and Improvement, pg. 6.</li><li>2) "Many times the 'pull-out' program becomes the complete reading program for readers with severe reading problems, and rather than spending more time, the students spend less time in reading." Reading Diagnosis and Improvement, pg. 10.</li><li>3) "A diagnostic-reading and improvement program can help to stop the 'failure cycle'. If children continually have reading difficulties, they begin to see themselves as failures; their self-concept is destroyed. The more they perceive themselves as failures, the more they fail." Reading Diagnosis and Improvement, pg. 11-12.</li><li>4) "Some educators are disturbed by the term diagnosis because it seems to connote illness or disease, and they do not like the analogies that are often made between medicine and education." Reading Diagnosis and Improvement, pg. 5</li><li>5) "Early diagnosis is essential in order to ameliorate reading problems from the start." Reading Diagnosis and Improvement, pg. 6.</li></ol> | <ol style="list-style-type: none"><li>1) I agree. I believe the more background knowledge, experiences, and emotions students bring into the classroom, the better readers they will become. They will be able to relate and understand more topics the teacher introduces to the class.</li><li>2) I think students with reading problems should receive extra help, but I think the students should spend as much time in their reading class listening, observing, and reading with good readers. Students learn much by others' example.</li><li>3) If I am failing at something, it's hard for me to continue trying at it. We need to discover each student's ability level and make sure every student finds success at reading, or they will give up and always hate to read. Once they have success at reading, we can build on it and challenge it.</li><li>4) This is a ridiculous statement to me. If reading difficulties are not diagnosed, the student may develop a real medical illness like depression. We need to be positive to help students and parents see that diagnosis will lead to a better reader.</li><li>5) I agree the earlier we can diagnose a reading problem, the faster we can solve the problem. As students become older, the more demand for understanding content comes into play. If the student is having problems reading, they definitely are having problems comprehending content.</li></ol> |
|---|--|

**READ 4223: Lesson Plan Format (Pre/Post Test) - First Section and Last Section**

Date: \_\_\_\_\_

Tutor's Name: \_\_\_\_\_ Child's Name \_\_\_\_\_

Grade Level: \_\_\_\_\_ Session #: \_\_\_\_\_ Date: \_\_\_\_\_

Independent Level: \_\_\_\_\_ Instructional Level: \_\_\_\_\_ Frustration Level: \_\_\_\_\_

Lesson Objective

Procedures

- A. Getting-to-know-you activity
- B. Interest/motivation Assessment: Interest inventories or teacher prepared questions
- C. Reading Assessment (Informal)
  - ✓ Oral reading assessment
  - ✓ Reading Inventory to check the word identification and fluency
  - ✓ Reading comprehension assessment. Use retelling checklist and comprehension questions
  - ✓ Vocabulary assessment through observation and use Basic Reading Inventory
- D. Writing Activities
  - ✓ Teaching sentence structures and making word games for writing purpose- etc.
- E. Assessment/Evaluation of Learning (Assessment methods or tools to be used, e.g. observation notes, interest inventory, checklist, rubrics, student writing samples, etc.)
- F. Materials (books and other instructional materials)
- G. Analysis of Results for each section- you may keep each section's results until your final report.

**READ 4223: Lesson Plan Format (Instructional Practice): from the second week through the seventh week**

Date: \_\_\_\_\_

Tutor's Name: \_\_\_\_\_ Child's Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Session #: \_\_\_\_\_ Date: \_\_\_\_\_

Independent Level: \_\_\_\_\_ Instructional Level: \_\_\_\_ \_\_ Frustration Level:  
\_\_\_\_\_

Lesson Objective:

Teaching Procedures

**A. Your lessons should cover these following areas, but not all in a single lesson.**

- ✓ Reading activities
- ✓ Writing activities
- ✓ Fluency activities
- ✓ Comprehension activities
- ✓ Phonic activities
- ✓ Vocabulary activities

**B.** Assessment/Evaluation of Learning (Assessment methods or tools to be used, e.g. observation notes, checklist, rubrics, student writing samples, etc.)

**C.** Materials (books and other instructional materials)

**D.** Analysis of Results for each section

**READ 4223**  
**Final Tutoring Report**  
**Evaluation Sheet**

Student: \_\_\_\_\_ Student: \_\_\_\_\_  
Grade: \_\_\_\_\_ Grade: \_\_\_\_\_  
Tutor: \_\_\_\_\_  
Date: \_\_\_\_\_

- I. Summary of Instruction (40 points)
  - (a) Describe the instructional strategies used to address student needs in the following areas: motivation, word identification, fluency, vocabulary development, comprehension, & writing
  - (b) Discuss the effectiveness of the instructional strategies/methods and student progress.
- II. Recommendation (40 points)
  - (a) Future goals
  - (b) Classroom instructional support
  - (c) Home support
- III. Summary of materials used in tutoring (20 points)  
Title of books read or shared, magazines, instructional needs, posters, teacher-made materials, etc.
- IV. Quality of writing (30 points)  
Clarity, organization, grammar, spelling, neatness, etc---

Appendix A: Standards/Competencies

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

Course Objectives or Student Learning Outcomes	Standard or Competency
Students will demonstrate knowledge of informal assessment measures and will select and use various assessment instruments appropriate for children they are tutoring.	ILA standard 7, PPR (f), STR standards, STR Competency 2, 13, and InTASC standards.
Students will demonstrate knowledge of how to use a child’s literacy strengths to meet his/her literacy needs as the students plan and carry out appropriate literacy lessons for the children they are tutoring.	ILA standard 7, PPR (f), STR standards, STR competency 2, 13.
Students will demonstrate knowledge of reading and writing processes and will select appropriate literacy methods, strategies, and materials for the children they are tutoring.	STR standards, EC-6 Core Subjects ELAR Standards and competencies, PPR standards
Students will analyze and interpret informal diagnostic data in order to develop tutoring lessons appropriate for the strengths and needs of the children they are tutoring.	ILA standard 7, PPR (f), STR standards, STR competency 2, 13).
Students will demonstrate knowledge of how to document and monitor children’s literacy progress.	ILA standard 7, PPR (f), STR standards, STR competency 2, 13, and InTASC standards.
Students will analyze and adjust their own instruction as needed to assist children to develop their literacy abilities.	ILA standard 7, PPR (f), STR standards, STR competency 2, 13, and InTASC standards.

Course Objectives or Student Learning Outcomes	Standard or Competency
Students will demonstrate knowledge of a variety of reading teaching methods, reading and writing strategies, and materials to assist children with reading and writing including technology implementation plans.	ILA standards 1-6, STR standards, EC-6 Core Subjects ELAR Standards and competencies, PPR standards and InTASC standards.
Students will synthesize diagnostic data obtained from informal assessments, lesson plans, and lesson reflections in a case study report and presentation.	(ILA standard 7, PPR (f), STR standards, STR competency 2, 13).
Students will engage with classroom teachers and parents by sharing their case study report about the children's learning progress.	ILA standard 7, PPR (f), STR standards, STR competency 2, 13).

Appendix B: Required assignment/standard alignment matrix

Assignment/Module/ Course Activities	Standard or Competency
Clinical Tutoring Experience	ILA (2017) Standards 3 (Assessment and Evaluation) and 7(Practicum/Clinical Experiences), PPR standards 19, PPR (f), STR: designing and executing developmentally appropriate, standards-driven instruction that reflects evidence-based best practices, STR competency 13, and InTASC standards
Journal Entry	ILA Standards 1-6; Science of Teaching Reading (STR) standards/ examination framework (competency 1-13), TExES EC-6 Core subject ELAR standards/examination framework (competency 1-10), PPR standards, and InTASC standards
Weekly lesson plan and written reflection	ILA (2017) Standards 1-7, the Science of Teaching Reading (STR) standards/ examination framework (competency 1-13), TExES EC-6 Core subject ELAR standards/examination framework (competency 1-10), PPR standards, and InTASC standards; and TEKS <a href="#">§110.2-§110.7</a>
Teaching Strategy Notebook	ILA (2017) Standards 1-5, the Science of Teaching Reading (STR) standards/ examination framework (competency 1-13), TExES EC-6 Core subject ELAR standards/examination framework (competency 1-10), PPR standards, and InTASC standards.
Theory into Practice	ILA (2017) Standards 1-4, TExES EC-6 Core subject ELAR standards/examination framework (competency 1-10), PPR standards, and InTASC standards.
Final Tutoring Report Presentation	ILA (2017) Standards 1-4, PPR(f) TEKS <a href="#">§110.2- §110.7</a> .
Final Tutoring Report	ILA (2017) Standards 1-7, the Science of Teaching Reading (STR) standards/ examination framework (competency 1-13), TExES EC-6 Core subject ELAR standards/examination framework (competency 1-10), and PPR standards; and <a href="#">§110.2- §110.7</a>
Constructed Response Case Study Analysis	the Science of Teaching Reading (STR) standards/ examination framework (competency 1-13); and TEKS <a href="#">§110.2- §110.7</a>



## Appendix C:

### WCOE Conceptual Framework/ Standards (InTASC):

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

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

## Appendix D:

### §110.2 English Language Arts and Reading, Kindergarten

#### (a) Introduction.

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

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

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

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

meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

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

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

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

(b) Knowledge and skills.

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

(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

(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:

(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.

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

(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary.

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

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

(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.

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

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

### §110.3 English Language Arts and Reading, Grade 1

#### (a) Introduction.

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

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

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

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

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

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

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

(b) Knowledge and skills.

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

- (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.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.
- (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.
- (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.
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.
- (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.
- (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

## §110.4 English Language Arts and Reading, Grade 2

### (a) Introduction.

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

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

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

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

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

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

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

(b) Knowledge and skills.

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

(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.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.

(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.

(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.



(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts

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

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

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

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

### §110.5 English Language Arts and Reading, Grade 3

#### (a) Introduction.

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

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

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

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

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

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

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

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

## Knowledge and skills.

- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.
- (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.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.
- (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.
- (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.
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.
- (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
- (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

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

#### §110.6 English Language Arts and Reading, Grade 4

##### (a) Introduction.

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

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

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

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

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

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

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

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

(b) Knowledge and skills.

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

(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.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (A) use print or digital resources to determine meaning, syllabication, and pronunciation; (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; (C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and (D) identify, use, and explain the meaning of homophones such as reign/rain.

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

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

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

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

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

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) infer basic themes supported by text evidence; (B) explain the interactions of the characters and the changes they undergo; (C) analyze plot elements, including the rising action, climax, falling action, and resolution; and (D) explain the influence of the setting, including historical and cultural settings, on the plot.

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

(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images; (C) explain structure in drama such as character tags, acts, scenes, and stage directions; (D) recognize characteristics and structures of informational text., (E) recognize characteristics and structures of argumentative text, and (F) recognize characteristics of multimodal and digital texts.

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

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; (B) develop drafts into a focused, structured, and coherent piece of writing by: (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; (D) edit drafts using standard English conventions, and (E) publish written work for appropriate audiences.

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

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (A) generate and clarify questions on a topic for formal and informal inquiry; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant information from a variety of sources; (D) identify primary and second-

ary sources; (E) demonstrate understanding of information gathered; (F) recognize the difference between paraphrasing and plagiarism when using source materials; (G) develop a bibliography; and (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

## §110.7 English Language Arts and Reading, Grade 5

### (a) Introduction.

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

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

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

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



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

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

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

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

(b) Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments; (B) follow, restate, and give oral instructions that include multiple action steps; (C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and (D) work collaboratively with others to develop a plan of shared responsibilities.

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (A) demonstrate and apply phonetic knowledge, (B) demonstrate and apply spelling knowledge, (C) write legibly in cursive.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired

vocabulary expressively. The student is expected to: (A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; (C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and (D) identify, use, and explain the meaning of adages and puns.

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

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

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

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

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) infer multiple themes within a text using text evidence; (B) analyze the relationships of and

conflicts among the characters; (C) analyze plot elements, including rising action, climax, falling action, and resolution; and (D) analyze the influence of the setting, including historical and cultural settings, on the plot.

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; (B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms; (C) explain structure in drama such as character tags, acts, scenes, and stage directions; (D) recognize characteristics and structures of informational text, (E) recognize characteristics and structures of argumentative text; (F) recognize characteristics of multi-modal and digital texts.

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

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; (B) develop drafts into a focused, structured, and coherent piece of writing; (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; (D) edit drafts using standard English conventions; and (E) publish written work for appropriate audiences.

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

using genre characteristics and craft; and (D) compose correspondence that requests information.

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

### **Texas Teacher Standard (TAC Chapter 149)**

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

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

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

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

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

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

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

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

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

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

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

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

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

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

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

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

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

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

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

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

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

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

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

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

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

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

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

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

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

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

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

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

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

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

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

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

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

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(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.

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

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

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

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

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

clear expectations for student behavior, and organization that maximizes student learning.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

students to be self-motivated, taking responsibility for their own learning.

(ii) Teachers maximize instructional time, including managing transitions.

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

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

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

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

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

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

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

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

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

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

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

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

- (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
  - (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.
- (6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.
- (A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
    - (i) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
    - (ii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.
  - (B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
    - (i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
  - (C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
    - (i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
    - (ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
  - (D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
    - (i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
    - (ii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.



## References

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