



Diagnosis and Correction of Reading Difficulties
READ 4223 Section x20 (EC-3)
Spring 2025

Contact Information

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Textbook & Instructional Materials

Optional:

Erekson, J., Optiz, M., & Schendel, R. (2020). Understanding, assessing, and teaching: A diagnostic approach (8thed). Boston: Allyn & Bacon.

Supplemental:

Elish-Piper, L, Matthews, M. W., & Risko V. J. (2022). Reading assessment to promote equitable learning: An empowering approach for Grades K-5. New York: The Guilford Press.

Course Description

To assess EC-3 grade students' reading ability in ten areas: (1) oral language development;(2) print awareness and alphabet knowledge; (3) phonological and phonemic awareness;(4) phonics (decoding and encoding); (5) fluency; (6) vocabulary development;(7) syllabication and morphemic analysis; (8) comprehension of literary text; (9) comprehension of informational text; and (10) beginning strategies and reading comprehension skills.

Course Objectives

1. 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; EC-3 Competency 6, 7 8, 9, 14).
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; EC-3 Competency 6, 7 8, 9, 14).

3. 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, PPR standards, EC-3 Competency 6, 7, 8, 9)
4. 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, EC-3 Competency 6, 7, 8, 9, 14).
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, EC-3 Competency 6,7, 8, 9, 14).
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; EC-3 Competency 6, 7, 8, 9 14).
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-3 Content Standards and competencies, PPR standards; EC-3 Competency 6, 8, 9, 14).
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; EC-3 Competency, 6, 8, 9, 14).
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; EC-3 Competency 2).

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 PK-3 content standards/examination framework (competency 1-14), 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 on Appendixes. The WCOE Conceptual Framework/Standards, the International Literacy Association (2017) Standards, STR standards/ examination framework; Texas Teacher Standard (TAC Chapter 149), and TEKS Standards are listed on Appendixes B to K.

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 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at Campus Carry 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 requires each MSU student to tutor EC-3 students who need to work on their reading skills over the course of six sessions. It is a fully online course. Be professional and dependable while working with young children and parents. The instructor provides a variety of teaching resources and activities that you could use as you work with those tutees). The instructor also selects numerous research-based reading and writing strategies for K-3 grade students and creates video teaching demonstrations showing how to use these selected strategies. Be sure to read each Module carefully and watch these videos.

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.

Key Assessments

Case Study tutoring report and case study tutoring report presentation.

Assignments

Clinical Experience: Tutoring Performance

a. During the spring semester, you will design and carry out 8 tutoring lessons, starting with Week 3. You need to work with two children and spend 45 minutes per each child. It is a very intense schedule since you need to work with two children. Effective time management is needed. You can arrange your tutoring session according to your own schedule. You also need to submit your tutoring hours to TK-20 system. Please let me know if you need any assistance to find tutees. You need to video tape your tutoring sessions twice and upload to D2L if you could get permission. Since the D2L has limited data, it will be better for you to create a link after videotaping, therefore, the instructor can easily access your videos.

b. You must finish the Child Protection Training before working with children. You do not need to do it again when you did the training for other courses. The training certification is good for a year. However, you need to submit your certification to D2L by Feb. 17th.

Child Protection Training

<https://training.msutexas.edu/?id=37a9bfea0a0008954a19954cef9a1aa5>

c. You must have a lesson plan for each tutoring session. 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 and parents.

e. Write thoughtful reflective journal entries after each tutoring session.

f. See some lesson plan examples on D2L.

Double Entry Journal- (Group Project)

Each group needs three students. You will write a journal entry outside of class in response to each chapter's reading, which will be based on the Erikson, Opitz & Schendel textbook (Reading Diagnosis and Improvement 8th edition). The instructor will provide power point and video teaching demonstration for each chapter. No need for the textbook. 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 need to turn in your journal entry after every 5 chapters (Due days are March 9th, Apr.20th, and May 11th). An example of a Double Entry is listed on page number 16.

Teaching Resource Notebook (Group Project)

You need to create or compile a notebook of 30 teaching strategies that you could use to support EC-3students' literacy development. The strategies should be divided into the following categories: phonics and alphabetic recognition (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. Based on the data you collect, you create a data - driven lesson plans for each tutoring session. 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.17-18). 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. Each lesson plan is due after each tutoring session. The sessions 2-7 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 session # 8 will be post-test. 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.

Other 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 Informal Reading Inventory. This includes the word lists and oral reading passages. The instructor will provide (IRI) pretest and posttest (oral language reading lists, word lists, and silent reading lists from the first grade to seventh grade) and Early Literacy Assessment especially designed for kindergarteners and upload them to D2L. 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?

Remark: These following areas can be assessed the beginning of the semester, the middle of the semester, to the end of the semester. Some children may not be able to read their current grade reading materials. When you work with your tutees who are not able to read their current grade reading materials, you may consider using one grade or two grades below reading materials to assess them.

The skills assessed for different grade levels are illustrated on the following chart:

Assessed Areas	Kindergarten	First Grade	Second Grade	Third Grade
Oral Language Development	✓			
Book and Print Awareness	✓			
Letter Name	✓			
Letter Sound	✓	✓		
Blending Onset-Rimes & Phonemes	✓	✓		
Phonemic Awareness	✓	✓		
Graphophonemic Awareness	✓	✓	✓	✓
Word Reading/Recognition	✓	✓	✓	✓
Reading Accuracy		✓	✓	✓

Fluency		✓	✓	✓
Listening/Reading Comprehension	✓	✓	✓	✓

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.

Other Informal Reading Assessments

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

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5. Spelling Inventory

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Case Study Tutoring Report (Individual Project)

Directions: You will write and submit a final case study assessment report that includes the following sections and the content indicated. Please use the section headings in bold print below in your paper. Reports will be graded according to the attached rubric.

I. Background Information (1 paragraph) STR DI, 001, J

Introduce the student by summarizing the student's background and interest information. Include the student's name, age, grade level, ethnicity, and school name. Include any other relevant information such as retention information, if the student has an IEP or receives any special services at school, etc.

Summarize what you learned about the student from the attitude survey or interest inventory or other tools you used to get to know the child. Also summarize what you learned from the parent information sheet about the student's background (family, culture, education, linguistic, developmental issues, etc.). End by introducing the assessment process and transition to the assessment and results section below.

II. Assessments and Results: STR, DI, 002 B, G, H

Phonological and Phonemic Awareness (2 paragraphs) STR DII, 004, A&B

1. Begin with an introduction of the assessment: what is the name, what is its purpose, what does it assess, how you administered it, etc. Then summarize the student's scores on the phonics assessment. Explain what this information means and why it is important.

2. In the second paragraph, describe the student's strengths and areas of need related to phonics. Then discuss the instructional area that will be your starting place for tutoring, including the first focus strategy and why that strategy is appropriate for this student's needs.

Print Concepts and Alphabet Knowledge (2 paragraphs) STR DII, 005, A&D

1. Begin with an introduction of the assessment: what is the name, what is its purpose, what does it assess, how you administered it, etc. Then summarize the student's scores on the phonics assessment. Explain what this information means and why it is important.

2. In the second paragraph, describe the student's strengths and areas of need related to print concepts and alphabet knowledge. Then discuss the instructional area that will be your starting place for tutoring, including the first focus strategy and why that strategy is appropriate for this student's needs.

Phonics (2 paragraphs) STR DII, 005, A&B

1. Begin with an introduction of the assessment: what is the name, what is its purpose, what does it assess, how you administered it, etc. Then summarize the student's scores on the phonics assessment. Explain what this information means and why it is important.

2. In the second paragraph, describe the student's strengths and areas of need related to phonics. Then discuss the instructional area that will be your starting place for tutoring, including the first focus strategy and why that strategy is appropriate for this student's needs.

Reading Accuracy STR, DII, 008, F, Reading Comprehension STR, DIII, 010, A&B, Fluency STR, DII, 008 A, B, H, I (5 paragraphs)

1. Begin with an introduction of the assessment. What *is* the name, what is its purpose, what does it assess, how you administered it, etc. Explain the assessed components (accuracy, comprehension, fluency) and the types of texts read (literary and informational).

2. In 2, 3, 4 paragraphs. Then, provide a written summary of the student's Independent, Instructional, and Frustration reading levels - each in a separate paragraph. For each reading level paragraph, begin by stating the level and then describing what this level of reading means and why it is important. Then, summarize the student's scores for accuracy, fluency, and comprehension and explain the connection to the reading level. Remember to discuss the student's listening comprehension score on grade level text.

3. In the final paragraph, describe the student's strengths and areas of need related to reading accuracy, fluency, and comprehension. Be sure to discuss the student's *stage of reading development* and include characteristics of that level as well. Then discuss the instructional areas for accuracy, fluency, and comprehension that will be your starting places for tutoring, including the first

focus strategy for each (accuracy, fluency, and comprehension) and why each strategy is appropriate for this student's needs.

Spelling (2 paragraphs) STR DII, 005, A&B

1. Begin with an introduction of the assessment: what is the name, what is its purpose, what does it assess, how you administered it, etc. Then summarize the student's scores on the spelling assessment and discuss the student's stage of spelling development. Explain what this information means and why it is important.

2. In the second paragraph, describe the student's strengths and areas of need related to spelling. Then discuss the instructional area that will be your starting place for tutoring, including the first focus strategy and why that strategy is appropriate for this student's needs.

Writing

1. Begin with an introduction of the assessment – what did you do and why? Then summarize the student's performance and discuss the student's stage of writing development. Explain what this information means and why it is important.

2. In the second paragraph, describe the student's strengths and areas of need related to writing. Then discuss the instructional area that will be your starting place for tutoring, including the first focus strategy and why that strategy is appropriate for this student's needs.

3. A detailed rubric will be uploaded to D2L.

Case Study tutoring Report Presentation (Video with Power Point) (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. **A detailed rubric will be uploaded to D2L.** 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 Question (CRQ) Analysis (Individual Project)

Direction:

Provide an in-depth written response to the question provided. Be sure to plan and organize your response before you write it. You may use citations, but you may not copy or paraphrase anyone else's work.

Writing Tips:

Using the information in the scenario below, write a response in which you apply your knowledge of literacy assessment and instructional strategies to analyze this case study. Your response should completely address this in 400-600 words:

- (1) Identify a need the student has that may indicate a learning challenge.
- (2) Describe an effective instructional strategy that would address the need of the student related to the identified learning challenge,
- (3) Describe some teaching strategies that can be used to help the student improve.
- (4) Explain why each of your instructional strategies would be effective in helping the student's needs related to reading standards as described in the TEKS for ELAR.

Scenario

The following case study is focused on Jason, a second-grade student. Jason's primary instructor has noticed that when Jason reads materials aloud in class, he will often take long pauses and read the sentences slower than the other students. This sometimes causes him to stutter or hesitate during longer sentences. Another issue is that sometimes he will switch the order of the words he sees, for example, putting the word "the" after the word "cat in" a sentence. Despite this, Jason is very smart and seems to fully grasp the content of the reading texts. He also appears to be engaged when answering questions but is hesitant when having to read in front of the class. Jason's teacher has worked with Mr. Smith, the reading specialist, evaluated his reading performance, and wants to know more about what might be causing his reading issues. If you were Jason's teacher, how might you address reading issues like Jason's in the future, or at least how might you be able to identify a core literacy issue very early in the developmental stage.

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
Double Entry Journal	150
Teaching Strategy Notebook	100
Lesson Plans	160
Written Reflections	160
Case Study Final Tutoring Report	130
Case Study Final Tutoring Report Presentation	100
Constructed Response Question (CRQ) Analysis	100
Total	1000

Table 2 Total points for final grade

Grade	Points
A (Mastery)	900 to 1000
B (Proficiency)	800 to 899
D (Developing)	600 to 799
F(Failure)	599 or Below

Course Schedule

****Indicates due dates**

Date	Topics	Reading Assignments/ Assignment Due
Week 1 Jan.20-24	1. Course Introduction Syllabus Background Check/Child Protection training	Review Course Syllabus / Background Check/Child Protection training
Week 2 Jan.27-31	2.Introduction to a diagnostic reading and improvement program	Chapter 1 Erekson,Opitz & Schendel Text
Week 3 Feb.3-7	3. Factors that affect reading performance	Chapter 2 Erekson,Opitz & Schendel Text
Week 4 Feb.10-14	4. Classroom Assessments	Chapter 3 Erekson, Opitz & Schendel Text
Week 5 Feb.17-21	5.Oral Reading Assessment	Chapter 4 Erekson, Opitz & Schendel Text ** Background Check/Child Protection training Due by Feb. 16th by 11:59pm
Week 6 Feb.24-28	6.Overview Informal Reading Inventory: How to Determine the Students' Three Reading levels: Independent, instructional, and frustration	IRI Text Assessment virtual Video
Week 7 Mar.3-7	7. Commercial Tests	Chapter 5 Erekson, Opitz & Schendel Text # Double Entry Journal 1(Chapter 1-5) Due Mar.9th by 11:59pm **Tutoring Session 1
Week 8 Mar.10-14	8. Spring Break	No Class
Week 9 Mar.17-21	9. Becoming the Teachers with a Diagnostic Mindset	Chapter 6 Erekson, Opitz & Schendel Text **Tutoring Session 2
Week 10 Mar.24-28	10. Teaching with Texts	Chapter 7 Erekson, Opitz & Schendel Text **Tutoring Session 3

Date	Topics	Reading Assignments/ Assignment Due
Week 11 Mar.31-Apr.4	11. Teaching Writing	13 Erekson, Opitz & Schendel Text **Tutoring Session 4 ** STR Virtual Training
Week 12 Apr.7-11	12. Comprehension	Chapter 9 Erekson, Opitz & Schendel Text **Tutoring Session 5 ** Teaching resource book due on Apr.13th by 11:59pm.
Week 13 Apr.14-18 (Apr.17 th - Apr.18 th : Holiday Break)	13. Vocabulary	Chapter 10 Erekson, Opitz & Schendel Text ** Double Entry Journal # 2 (Chapter 6,7,9,10, & 13) Due Apr.20th by 11:59pm **Tutoring Session 6
Week 14 Apr.21-25	14. Phonics	Chapter 11 Erekson, Opitz & Schendel Text **Tutoring Session 7 ** Theory into Practice Due on Apr.27th by 11:59pm
Week 15 Apr.28- May 2	15. Fluency	Chapter 12 Erekson, Opitz & Schendel Text **Tutoring Session 8 ** Constructed Response Case Study Analysis due on May 4th by 11:59pm
Week 16 May 5- 9	16. Early Literacy; Patterning with families, teachers, and community	Chapter 8 & 14 Erekson, Opitz & Schendel Text ** Double Entry Journal # 3 (Chapter 8,11, 12, & 14) Due May 11th by11:59pm
Week 17 May 12-16	17. Wrap Up: Comprehensive Tutoring Report Video Presentation	**Final Tutoring Report Power Point slides and Video Presentation due on May 14th by 11:59pm **Final Tutoring Report (Written Part) due on May.16th by11:59pm.

READ 4223: An Example of a Double Entry Journal
Chapter 1

- 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, slide 6.
- 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, slide 10.
- 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, slide 11-12.
- 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, slide 15
- 5) "Early diagnosis is essential in order to ameliorate reading problems from the start." Reading Diagnosis and Improvement, slide 16.

- 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.
- 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.
- 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.
- 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.
- 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.

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 session through the seventh session

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

Appendix A: Standards/Competencies

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Course Activities/Assessment
Students will demonstrate knowledge of informal assessment measures and will select and use various assessment instruments appropriate for children they are tutoring.	<p>ILA 2017 standard 3: Assessment and Evaluation; Standard 7: Practicum/Clinical Experiences PPR Standard (f) Data-Driven Practice STR Standard (c) Reading Pedagogy (1) (2) (3) (4), STR test 293 Competency 2, 13; EC test 292 Competency 6,7, 8, 9, 14 InTASC standards: 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. TAC Standard Five (TAC Chapter 149)- Data Driven Practice (A) (i) (ii) (B) (i) (ii) (iii) (C) (i) (D) (i) (ii),</p>	<p>Journal Entry</p> <p>Lesson plan and writing reflection</p> <p>Case study tutoring Report</p> <p>Clinical Tutoring Experiences</p> <p>Course Reading Materials</p>
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.	<p>ILA 2017 Standard 2: Curriculum and Instruction STR test 293 Competency 2, 13; EC test 292 Competency 6,7, 8, 9, 14 PPR Standards 19 TAC §235.11 (b) Instructional planning and delivery(c): Work to ensure a high level of learning-social-emotional development, and achievement outcomes for all students. InTASC Standards: 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. InTASC Standards: Application of Content - understand how to connect concepts and use differing perspectives to</p>	<p>Journal Entry</p> <p>Lesson plan and writing reflection</p> <p>Case Study tutoring Report</p>

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Course Activities/Assessment
	<p>engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>TAC Standard 2 (TAC Chapter 149)- Knowledge of students and student learning (A) (i) (ii)(iii) (B) (i) (ii) (iii) (C) (i) (ii) (ii),</p> <p>STR Standard (b) Reading Development (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) and (c) Reading Pedagogy (1) (2) (3) (4),</p> <p>STR test 293 Competency 001-012</p> <p>EC test 292 Competency 6,7, 8, 9, 14</p>	<p>Clinical Tutoring Experiences</p> <p>Course Reading Materials</p>
<p>Students will demonstrate knowledge of reading and writing processes and will select appropriate literacy methods, strategies, and materials for the children they are tutoring.</p>	<p>ILA 2017 Standard 1: Foundational Knowledge, Standard 2: Curriculum and Instruction</p> <p>PPR Standards 19 TAC §235.11 (b) Instructional planning and delivery(c): Work to ensure a high level of learning-social-emotional development, and achievement outcomes for all students.</p> <p>InTASC Standards: 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.</p> <p>InTASC Standards: 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.</p>	<p>Lesson plan and writing reflection</p> <p>Clinical Tutoring Experiences</p> <p>Journal Entry</p>

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Course Activities/Assessment
	<p>TAC Standard 1 (TAC Chapter 149)- Instructional Planning and delivery: (A) (i) (ii)(iii) (B) (i) (ii) (iii) (C) (i) (ii) (ii),(D) (i) (ii) (ii);</p> <p>Standard 3: Content Knowledge and Expertise (A) (i) (ii)(iii) (B) (ii) (iii) (C) (i)</p> <p>STR Standard (b) Reading Development (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) and (c) Reading Pedagogy (1) (2) (3) (4) STR test 293 Competency 001-012</p> <p>STR test 293 Competency 2, 13; EC test 292 Competency 6,7, 8, 9, 14</p>	<p>Course Reading Materials</p> <p>Teaching Strategy Notebook</p>
<p>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.</p>	<p>ILA 2017 standard 3: Assessment and Evaluation; Standard 7: Practicum/Clinical Experiences PPR Standard (f) Data-Driven Practice STR Standard (c) Reading Pedagogy (1) (2) (3) (4), STR test 293 Competency 2, 13; EC test 292 Competency 6,7, 8, 9, 14</p> <p>InTASC standards: 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. TAC Standard Five (TAC Chapter 149)- Data Driven Practice (A) (i) (ii) (B) (i) (ii) (iii) (C) (i) (D) (i) (ii),</p>	<p>Lesson plan and writing reflection</p> <p>Clinical Tutoring Experiences</p> <p>Course Reading Materials</p>
<p>Students will demonstrate knowledge of how to document and</p>	<p>ILA 2017 standard 3: Assessment and Evaluation; Standard 7: Practicum/Clinical Experiences PPR Standard (f) Data-Driven Practice</p>	<p>Lesson plan and writing reflection</p>

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Course Activities/Assessment
monitor children's literacy progress.	<p>STR Standard (c) Reading Pedagogy (1) (2) (3) (4), STR test 293 Competency 2, 13; EC test 292 Competency 6,7, 8, 9, 14</p> <p>InTASC standards: 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. TAC Standard Five (TAC Chapter 149)- Data Driven Practice (A) (i) (ii) (B) (i) (ii) (iii) (C) (i) (D) (i) (ii),</p>	<p>Case Study tutoring Report</p> <p>Clinical Tutoring Experiences</p>
Students will analyze and adjust their own instruction as needed to assist children to develop their literacy abilities.	<p>ILA 2017 standard 1: Foundational Knowledge, 3: Assessment and Evaluation; PPR Standard (f) Data-Driven Practice STR Standard (c) Reading Pedagogy (1) (2) (3) (4), STR test 293 Competency 001-012 STR test 293 Competency 2, 13; EC test 292 Competency 6,7, 8, 9, 14</p> <p>InTASC Standards: Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. InTASC Standards: 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. TAC Standard 2 (TAC Chapter 149)- Knowledge of Student and Student Learning: Driven Practice (A) (i) (ii) (B) (i) (ii) (iii) (C) (i) (ii) (iii).</p>	<p>Lesson plan and writing reflection</p> <p>Case study tutoring Report</p> <p>Clinical Tutoring Experiences</p> <p>Teaching Strategy Notebook</p>

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Course Activities/Assessment
	Standard 3(Content Knowledge and Expertise) (A) (i) (ii) (iii) (B) (ii) (iii) (C) (i) TAC Standard 5 (TAC Chapter 149)- Data Driven Practice (A) (i) (ii) (B) (i) (ii) (iii) (C) (i) (D) (i) (ii),	
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 2017 Standard 1: Foundational Knowledge, Standard 2: Curriculum and Instruction PPR Standards 19 TAC §235.11 (b) Instructional planning and delivery(c): Work to ensure a high level of learning-social-emotional development, and achievement outcomes for all students. InTASC Standards: 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. InTASC Standards: 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. TAC Standard 1 (TAC Chapter 149)- Instructional Planning and delivery: (A) (i) (ii)(iii) (B) (i) (ii) (iii) (C) (i) (ii) (ii),(D) (i) (ii) (ii); Standard 3: Content Knowledge and Expertise (A) (i) (ii)(iii) (B) (ii) (iii) (C) (i) STR Standard (b) Reading Development (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)	Journal Entry Lesson plan and writing reflection Case Study tutoring Report Clinical Tutoring Experiences Course Reading Materials Teaching Strategy Notebook

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Course Activities/Assessment
	<p>and (c) Reading Pedagogy (1) (2) (3) (4) STR test 293 Competency 001-012 EC test 292 Competency 6,7, 8, 9, 14 EC-3 Content standards (b) child development, (c) English language Arts and reading</p>	
<p>Students will synthesize diagnostic data obtained from informal assessments, lesson plans, and lesson reflections in a case study report and presentation.</p>	<p>ILA 2017 Standard 1: Foundational Knowledge, Standard 2: Curriculum and Instruction, Standard 3: Assessment and Evaluation , PPR Standards 19 TAC §235.11 (b) Instructional planning and delivery(c): Work to ensure a high level of learning-social-emotional development, and achievement outcomes for all students. InTASC Standards: 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. InTASC Standards: 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. InTASC: 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</p>	<p>Case Study tutoring Report Case Study tutoring Report Presentation</p>

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Course Activities/Assessment
	<p>TAC Standard 1 (TAC Chapter 149)- Instructional Planning and delivery: (A) (i) (ii)(iii) (B) (i) (ii) (iii) (C) (i) (ii) (ii),(D) (i) (ii) (ii);</p> <p>Standard 3: Content Knowledge and Expertise (A) (i) (ii)(iii) (B) (ii) (iii) (C) (i)</p> <p>STR Standard (b) Reading Development (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) and (c) Reading Pedagogy (1) (2) (3) (4) STR test 293 Competency 001-012 EC test 292 Competency 6,7, 8, 9, 14</p>	<p>Journal Entry</p> <p>Lesson plan and writing reflection</p>
<p>Students will engage with classroom teachers and parents by sharing their case study report about the children’s learning progress.</p>	<p>PPR Standards 19 TAC §235.11(c): Work to ensure a high level of learning-social-emotional development, and achievement outcomes for all students.</p> <p>InTASC: 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.</p> <p>TAC Standard 6 (TAC Chapter 149)- Professional Practices and Responsibilities (A) (i) (B) (i)</p> <p>STR Standard (b) Reading Development (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) and (c) Reading Pedagogy (1) (2) (3) (4) STR test 293 Competency 001-012</p> <p>STR test 293 Competency 2, 13; EC test 292 Competency 6,7, 8, 9, 14</p>	<p>Lesson plan and writing reflection</p> <p>Case Study tutoring Report</p> <p>Case Study tutoring Report Presentation</p>

Appendix B: 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 C: 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

Appendix D: PPR Standards

PPR Standards 19 TAC §235.11 (b) Instructional Planning and Delivery:

Early Childhood: Prekindergarten-Grade 3 classroom teachers 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. (1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;(2) effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;(3) connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;(4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;(5) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;(6) plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;(7) integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts;(8) 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;(9) encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals;(10) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems; (11) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;(12) monitor and assess students' progress to ensure that their lessons meet students' needs;(13) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and (14) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

PPR Standards 19 §TAC 235.11 (c): Knowledge of Student and Student Learning.

Early Childhood: Prekindergarten-Grade 3 classroom 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. (1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;(2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;(3) 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;(4) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that

language is comprehensible and instruction is fully accessible;(5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and (6) identify readiness for learning and understand how development in one area may affect students' performance in other areas.

PPR Standards 19 §TAC 235.11 (d): Learning Environment: Early Childhood: Prekindergarten-Grade 3 classroom 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. (1) embrace students' backgrounds and experiences as an asset in their learning;(2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;(3) establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences;(4) create a physical classroom set-up that is flexible and accommodates the different learning needs of students;(5) implement behavior management systems to maintain an environment where all students can learn effectively;(6) maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning;(7) maximize instructional time, including managing transitions;(8) manage and facilitate groupings in order to maximize student collaboration, participation, and achievement; and (9) communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

PPR Standards 19 §TAC 235.11(f) Data-Driven Practices: Early Childhood: Prekindergarten-Grade 3 classroom 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. (1) gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning;(2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and (3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

PPR Standards 19 §TAC 235.11(g) Professional Practices and Responsibilities: Early Childhood: Prekindergarten-Grade 3 classroom teachers consistently hold themselves to a high standard for individual development, 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. (1) Reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;(2) seek out feedback from supervisor, coaches,

and peers and take advantage of opportunities for job-embedded professional development;(3) 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);(4) communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff; and (5) serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

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

Appendix E: Science of Teaching Reading (STR) Standards

Standard 19 §TAC 235.101 (a) Early Childhood: PreK-Grade 3 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 judgements, 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 235.101 (b) Knowledge of Reading Development Components. Classroom teachers identified in subsection (a) of this

section demonstrate understanding of Kindergarten-Grade 6 Texas Essential Knowledge and Skills and the Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment, and instructional practices to promote students' development of grade level skills within the following components of reading (1) oral language development;(2) print awareness and alphabet knowledge; (3) phonological and phonemic awareness;(4) phonics (decoding and encoding); (5) fluency; (6) vocabulary development;(7) syllabication and morphemic analysis; (8) comprehension of literary text; (9) comprehension of informational text; and (10) beginning strategies and reading comprehension skills.

Assignments: Case Study Report Analysis; Teaching Strategy Notebook

Standard 19 §TAC 235.101 (c) Reading Pedagogy: Classroom teachers identified in subsection (a) of this section demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including: (1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy); (2) implementing both formal and informal methods of measuring student progress in early reading development; (3) implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and (4) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners.

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

Appendix F: Technology Applications for All Teachers Standards [19 TAC 228.30]

Standard I. All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

Standard II. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard III. All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Standard IV. All teachers communicate information in different formats and for diverse audiences.

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

Assignment: Case Study Analysis/Lesson plans & written reflections

Appendix G: EC-3 Content Standards

Standard 19 §TAC 235.13 (a) (a) Early Childhood: Prekindergarten-Grade 3 Content Standards. The content 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 content knowledge required to teach early learners. The standards address content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment.

(b) Child Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. Early Childhood: Prekindergarten-Grade 3 classroom teachers must: (1) know and understand young children's characteristics and needs, from birth through age 8; (2) know and understand the multiple influences on early development and learning; and (3) use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

(c) English Language Arts and Reading. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS), with an emphasis on Kindergarten-Grade 3, and Emergent Early Literacy *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

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

Appendix H: Early Childhood: PK-3 Examination Framework TEST 292

DOMAIN I—CHILD DEVELOPMENT

Competency 001 (Foundations of Child Development): Understand foundational concepts of early childhood development from birth to age 8 and factors that influence student development.

A. Demonstrate knowledge of key theoretical foundations, curriculum and program models, and scientifically based research regarding the development and learning of students from birth to age 8 (e.g., Bruner, Piaget, and Vygotsky; Montessori, Reggio Emilia, constructivist, social-learning, and environmental theories) upon which developmentally appropriate practices in early childhood education are based.

Competency 002 (The Early Learning Process): Understand the developmental processes and characteristics of learning of young children from birth to age 8.

B. Demonstrate knowledge of the continuum of teaching strategies for promoting learning—from child-initiated activities to adult-guided instruction; methods to capitalize on incidental and spontaneous opportunities for teaching; and ways to use the environment, daily routines, and interactions to support learning and development (e.g., developmentally appropriate homework practices).

E. Demonstrate knowledge of methods for identifying students' readiness for learning and understand

how development in one area may affect students' learning and performance in other areas.

Competency 003 (Family Engagement): Understand the role and importance of the family in supporting the learning and development of young children from prekindergarten to grade 3.

A. Demonstrate knowledge of how to create meaningful, respectful, and reciprocal relationships for families and how to use family-centered strategies to promote effective, ongoing communication and involvement with families to support young children's learning and social skills and emotional development.

B. Apply knowledge of skills and strategies for working collaboratively and effectively with families, including families with linguistically and culturally diverse backgrounds, and of how to build positive relationships by advocating for families and by respecting and valuing families' preferences and goals.

DOMAIN II—THE INSTRUCTIONAL SETTING

Competency 004 (Social Skills, Emotional Development, and Behavior Support): Understand how to create positive environments and relationships that help develop interpersonal skills, autonomy, and initiative to explore and learn in young children from prekindergarten to grade 3.

B. Apply knowledge of strategies and principles for teaching and using problem-solving and conflict resolution skills and for providing individual and schoolwide positive behavioral interventions and supports (PBIS), including monitoring the

effectiveness of PBIS, as well as making modifications and adaptations to interventions as needed.

C. Demonstrate knowledge of developmentally appropriate and effective individual and group management strategies, including best practices for teaching and supporting young children with additional behavioral needs and factors contributing to equitable and inequitable responses to behavior.

Competency 005 (The Instructional Setting): Understand how to create positive learning environments that promote the development and learning of young children in prekindergarten to grade 3.

A. Apply knowledge of strategies for structuring the physical environment and selecting appropriate learning curricula, materials, and technologies to promote active participation and independence in young children.

B. Apply knowledge of practices for creating and adapting safe indoor and outdoor learning environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy in young children.

C. Apply knowledge of the use of schedules, routines, and effective transitions to support children's emotional development, effectively manage instructional activities, and promote children's sense of security and independence

D. Apply knowledge of methods for creating a physical environment and instructional procedures that are linguistically and culturally responsive and meet the needs of all young children, including those with exceptionalities (e.g., disabilities, gifts, talents) and English learners (ELs).

Demonstrate knowledge of practices and procedures for effectively planning and managing flexible student groupings, including pairings, individualized, and small-group instruction, to facilitate learning.

F. Demonstrate knowledge of activities, practices, materials, and technology to support the integration of oral, written, graphic, kinesthetic, and tactile methods into the teaching of key concepts and vocabulary and to assess student learning.

DOMAIN III—EDUCATING ALL LEARNERS

Competency 006 (Differentiation Strategies in Planning and Practice):

Understand how to identify and implement developmentally appropriate strategies and practices to effectively teach and engage young children from prekindergarten to grade 3.

A. Demonstrate knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students.

B. Apply knowledge of effective methods for fostering students' active participation and individual academic success in one-to-one, small-group, and large-group settings and for facilitating students' inclusion in various settings (e.g., academic, social).

C. Apply knowledge of activities and instruction that build on students' individual interests, primary language, experiences, and prior knowledge; respond to students' strengths and needs; and promote the development of prerequisite skills and positive dispositions toward learning in the content areas.

D. Demonstrate knowledge of how and when to adjust and scaffold instruction, instructional activities, and assessment in response to various types of feedback from young children.

Competency 007 (Culturally Responsive Practices): Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage young children from prekindergarten to grade 3 across all content areas.

A. Demonstrate knowledge of strategies and practices that acknowledge and respect diversity (e.g., cultural, economic, linguistic) and support inclusion in order to promote students' overall development and learning, including understanding of the benefits of primary and secondary languages and bilingualism to learning.

B. Recognize the role personal bias plays in potential learning expectations for students in order to promote safe, positive, and supportive interactions and learning environments for all students.

C. Demonstrate knowledge of activities, approaches, and resources that encourage and support exploration and engagement and promote a positive disposition toward learning for all students.

D. Demonstrate understanding of the role of language and culture in learning, as well as how to modify instruction to support language acquisition to ensure that both language and instruction are accessible across the content areas.

E. Demonstrate knowledge of ways to work collaboratively with parents/guardians, teachers, school and community service providers, and students to support all students, including but not limited to English learners (ELs), and programs such as ESL, bilingual, and dual language.

F. Demonstrate knowledge of ways to work collaboratively with teachers, related service providers, parents/guardians, and students to effectively support the implementation of an Individualized Education Program (IEP) and instructional accommodations and strategies.

DOMAIN IV—DATA-DRIVEN PRACTICE AND FORMAL/INFORMAL ASSESSMENT

Competency 008 (Developmentally Appropriate Assessment and Practice): Understand the types, selection, and uses of developmentally appropriate assessments and assessment practices to effectively support young children's learning in prekindergarten to grade 3.

A. Demonstrate knowledge of the various purposes of the use of developmentally appropriate assessment for evaluating young students across domains.

B. Apply knowledge of basic assessment terminology and of types, characteristics, uses, and limitations of formal, informal, and alternative assessments (e.g.,

developmental screenings, formative and summative assessments, observations, portfolios, state-mandated assessments, types of assessment accommodations, curriculum-based measures).

C. Apply knowledge of ways to develop and select developmentally appropriate assessments and assessment strategies (e.g., use of TEA resources such as formative assessment banks), ensure that assessments are aligned to instructional objectives and outcomes, and use assessment results to inform instruction and measure student progress throughout the content areas.

D. Apply knowledge of considerations and strategies for effectively administering assessments and documenting assessment outcomes.

E. Recognize legal and ethical issues related to assessment, responsible assessment practices, and confidentiality.

Competency 009 (Progress Monitoring and Data-Driven Instructional Practice): Understand how to design, implement, and evaluate learning experiences and instruction in order to promote development and learning of all students in prekindergarten to grade 3.

A. Demonstrate knowledge of the foundational elements of Response to Intervention (RtI) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data.

B. Interpret and use information from formal and informal assessments, including the use of multiple measures of assessment, to inform decisions and plan and evaluate student learning.

C. Interpret assessment results to enhance knowledge of students; evaluate and monitor development, learning, and progress; establish goals; and plan, differentiate, and continuously adjust learning activities and environments for individuals and groups.

D. Demonstrate knowledge of a variety of types of systematic observation and documentation (e.g., anecdotal notes, checklists, data collection) and the ability to use these processes and procedures to gain insight into students' development, strengths, needs, and learning.

DOMAIN V—LEARNING ACROSS THE CURRICULUM

Competency 010 (English Language Arts and Social Studies): Understand the foundational principles, concepts, and methods in English language arts and social studies to provide developmentally appropriate instruction for students in prekindergarten to grade 3.

A. Demonstrate knowledge of the Emergent Literacy – Writing domain of the *Texas Prekindergarten Guidelines* and of the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) (Kindergarten through Grade 5), including the development of the writing process (i.e., §110.2:10 and §110.3–7:11), as well as ways to scaffold and sequence skills and concepts to teach writing to young children.

B. Apply knowledge of developmentally appropriate strategies for fostering students' ability to listen and speak for various purposes (e.g., expressing needs, interacting with others, responding to experiences, developing concepts).

C. Demonstrate knowledge of strategies and technology for developing and reinforcing young children's language acquisition (e.g., oral language, listening comprehension, expressive and receptive vocabulary, pragmatic language skills).

D. Apply knowledge of strategies and activities for infusing opportunities for purposeful, child-oriented, meaningful language and communication into all areas of the curriculum (e.g., purposeful conversations, dramatic play, word games, storytelling, songs, poetry, questioning).

E. Demonstrate knowledge of the developmental stages in children's acquisition of writing skills (e.g., scribbling, mock letters, letter formation, invented spelling) and of different ways that individual students may vary in their rates of acquiring these stages.

F. Apply knowledge of effective instructional strategies, materials, and activities for supporting explicit spelling instruction at various stages of a student's development and within the context of meaningful written expression.

G. Apply knowledge of instructional strategies, materials, and developmentally appropriate activities for teaching students English writing conventions (e.g., grammar, capitalization, punctuation).

H. Apply knowledge of how to teach and develop students' writing through planning, drafting, revision, editing, rewriting, and publishing.

DOMAIN VI—ANALYSIS AND RESPONSE

Competency 014 (Analysis and Response): In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design developmentally appropriate instruction.

A. Demonstrate the ability to analyze and interpret formative and summative observational and assessment data for a given student in order to select and accurately describe a significant strength or need that the student demonstrates related to a foundational English language arts, mathematics, or science skill or objective.

B. Demonstrate the ability to select and accurately describe a developmentally appropriate, effective instructional strategy, intervention, or enrichment to build on a student's identified strength or address a student's identified need in the foundational English language arts, mathematics, or science skill or objective.

C. Using sound reasoning and knowledge of foundational English language arts, mathematics, or science skills, demonstrate the ability to explain the effectiveness of the selected instructional strategy, intervention, or enrichment to build on a student's identified strength and/or address a student's identified need.

D. Demonstrate the ability to select and accurately describe a developmentally appropriate method of informal assessment to effectively monitor the student's progress toward the identified learning skill or objective.

E. Demonstrate the ability to explain how the specific learning skill or objective in foundational English language arts, mathematics, or science can be integrated in other areas of the curriculum to support the generalization or enrichment of the identified learning skill or objective.

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

Appendix I: Science of Teaching Reading (STR) Examination Framework TEST 293

Domain I: Reading Pedagogy

Competency 001: Foundations of the Science of Teaching Reading Demonstrate knowledge of scientifically based reading research.

- A. Demonstrate knowledge of scientifically based reading research (e.g., key findings of the National Reading Panel, the National Early Literacy Panel, the National Literacy Panel for Language Minority Children and Youth), including the key research-based components of reading instruction (i.e., phonemic awareness, phonics, fluency, vocabulary, and text comprehension) and the essential roles that oral language, writing, and motivation play in promoting reading development for students in prekindergarten through grade 3
- B. Demonstrate knowledge of the Texas Prekindergarten guidelines related to reading and the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR), (Kindergarten through Grade 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.
- G. Recognize the importance of planning and managing reading instruction in ways that not only promote students' learning and skill development in reading but also nurture their development as lifelong readers and their self-concept as readers by creating strong associations between reading and feelings of enjoyment, engagement, and self-efficacy and by promoting increased awareness of their own thoughts, feelings, likes, and dislikes with regard to texts.
- H. Demonstrate knowledge of key principles of research-based and evidence-based reading instruction, including basing instruction on the standards outlined in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 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.

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

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

J. Demonstrate knowledge of the importance of using an assets-based approach when acquiring, analyzing, and using background information about students to inform instructional planning and engage all students in learning.

K. 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.

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

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

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

O. Recognize that decoding-related difficulties and disabilities represent the most common source of reading difficulty; demonstrate knowledge of distinguishing characteristics of dyslexia and dysgraphia, including early indicators of

dyslexia and dysgraphia; and demonstrate familiarity with evidence-based instructional strategies and best practices that general education teachers in pre-kindergarten through grade-3 classrooms can use to help support the literacy development of students with identified delays in decoding and spelling.

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

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

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

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

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 (Kindergarten through Grade 6), and using data from ongoing reading assessments to inform instruction, to plan differentiated instruction, and to adjust instructional planning and delivery to meet all students' reading needs.

B. Demonstrate knowledge of key purposes and characteristics of different types of reading assessment, including screening or entry-level assessments, formative or progress-monitoring assessments, summative assessments, diagnostic assessments, and pre- and post-assessments.

C. Demonstrate understanding of the importance of using both code-based and meaning-based classroom reading assessments to inform instructional planning, and identify techniques for assessing various decoding skills (e.g., using word lists to assess recognition of high-frequency words; using word pattern surveys, pseudo-word assessments, phonics surveys, writing samples, or spelling surveys to assess phonics knowledge and skills; using structural analysis surveys to assess syllabication and morphemic analysis skills) and various dimensions of reading comprehension (e.g., using oral retellings, written responses, or text-based questioning to assess reading comprehension and vocabulary knowledge; using

oral language and writing samples to analyze academic language and vocabulary development).

D. Demonstrate understanding of the importance of selecting and using texts for reading assessments that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, the school community, and society.

E. Demonstrate knowledge of key assessment concepts (e.g., validity, reliability, equity in testing) and the characteristics, uses, and limitations of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties.

F. Demonstrate knowledge of the distinctions between group and individual classroom reading assessments and the characteristics, uses, and limitations of various formal and informal reading assessments (e.g., reading-error analyses, phonics surveys, spelling surveys, retellings, oral reading fluency measures, use of rubrics).

G. Demonstrate knowledge of techniques for determining students' independent, instructional, and frustration reading levels and how to use the results for various purposes (e.g., selecting appropriate instructional materials for a given lesson, including for differentiated instruction; supporting students' selection of independent reading materials).

H. Demonstrate knowledge of assessment strategies for monitoring and supporting students' independent reading, including conferencing with individual students about their interests, text selections, and responses to specific texts.

I. Demonstrate knowledge of strategies for communicating a student's progress to stakeholders, including the student, when appropriate, and apply knowledge of strategies for providing feedback to students that encourages, supports, and motivates their continued growth in reading.

J. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support the assessment of reading development.

K. Recognize that accommodations may be necessary to ensure that an assessment accurately measures all students' progress toward and attainment of the relevant grade-level TEKS.

Domain 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 interventions.

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

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

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

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

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

H. Demonstrate knowledge of the importance of English learners' home language as an asset that provides an essential foundation for their oral language and literacy development in English, and apply knowledge of research-based strategies and best practices for facilitating language transfer by helping English learners make cross-language connections (e.g., explicitly pointing out words that are cognates in English and the home language, using objects or pictures from students' home cultures to connect new English words with familiar meanings).

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

their English language skills as they build on their strengths in the home language).

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

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

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

Competency 004(Phonological and Phonemic Awareness) 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 skills.

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

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

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

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

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

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

H. Demonstrate knowledge of research-based strategies and best practices for promoting development of phonemic awareness skills, including strategies that

help make the concept of phonemes more concrete for young children (e.g., using manipulatives).

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

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

Competency 005 (Print 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.

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

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

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

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

G. Demonstrate knowledge of the alphabetic principle (i.e., the understanding that letters and combinations of letters represent the sounds of spoken language and that phonemes have a predictable, systematic relationship to those letters and letter combinations) and the role of the alphabetic principle in reading development (e.g., interrelationships between letter-sound correspondence, phonemic awareness, and beginning decoding).

- H. Demonstrate knowledge of research-based strategies and best practices for promoting young children's development of the alphabetic principle (e.g., identifying the most common sound or sounds associated with each letter of the alphabet), including strategies for reinforcing the alphabetic principle (e.g., using articulatory feedback when teaching letter-sound relationships, encouraging engagement in meaningful writing using phonetic spelling).
- I. Demonstrate understanding of the role of predictable texts in promoting young children's development of print concepts and alphabet knowledge.
- J. Demonstrate understanding that not all written languages are alphabetic, that many alphabetic languages are more phonetically regular than English, and that English learners' literacy development in English is affected by these factors.
- K. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in print concepts, alphabet knowledge, and the alphabetic principle in order to address the assessed needs of all students

Competency 006 (Phonics and Other Word Identification Skills)

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in phonics and other word identification skills, including related spelling skills.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonics and other word identification skills, including related spelling skills, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.
- C. Demonstrate knowledge of key concepts related to beginning reading, including the role of phonics and other word identification skills in students' development of accurate, automatic decoding; the role of accurate, automatic decoding in reading fluency and comprehension; the reciprocity between decoding and encoding; the importance of sequencing instruction in phonics according to the increasing complexity and relative utility of linguistic units; and the importance of providing students with explicit, systematic instruction in phonics and frequent practice applying new decoding skills in connected text.
- D. Demonstrate knowledge of the continuum of phonics skills as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 5), from sounding out and blending each letter in decodable words, to recognizing VC and CVC words as units, to decoding more advanced words that contain increasingly complex letter combinations and/or less common phonics elements.
- E. Demonstrate knowledge of research-based strategies and best practices for delivering explicit, systematic phonics instruction (e.g., short vowels in VC and CVC words; short vowels in CVCC and CCVC words, first with consonant digraphs, then with consonant blends; long-vowel words spelled with silent e [VCe and CVCe]; long-vowel words spelled with vowel teams [CVVC]; words with an *r*-controlled vowel [CVrC]; words with vowel teams that are diphthongs; words with consonant trigraphs or complex consonant clusters [CCVC, CVCCC]).

- F. Demonstrate knowledge of research-based strategies and best practices for teaching common word patterns (e.g., word families), including explicitly teaching related spelling skills and patterns once students have developed basic phonics skills and orthographic knowledge.
- G. Demonstrate knowledge of the role of high-frequency words in accurate, automatic decoding of grade-level text and knowledge of research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of grade-level high-frequency words, including high-frequency words that are not phonetically regular.
- H. Demonstrate knowledge of research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of words that contain common inflectional endings (e.g., *-s*, *-ed*, *-ing*, *-er*, *-est*), including teaching common orthographic guidelines related to inflections and connecting an inflectional ending to its grammatical meaning.
- I. Demonstrate knowledge of research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of common homophones, homographs, and contractions.
- J. Demonstrate knowledge of research-based strategies and best practices for teaching students how to self-monitor when reading connected text in order to confirm accurate decoding and comprehension, including how to use semantic and syntactic clues to verify the meaning and pronunciation of homographs.
- K. Demonstrate knowledge of research-based strategies and best practices for reinforcing students' development of beginning reading skills (e.g., reading and rereading decodable texts that feature elements already taught, practicing applying newly taught elements in their writing).
- L. Recognize that a student's home language or language variety may not include all the sounds or sound sequences used in standard English and that English learners and speakers of various dialects or regional styles of English may require additional support in order to perceive, produce, read, or spell certain phonics elements (e.g., consonant clusters) or inflectional endings.
- M. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonics and other word identification skills in order to address the assessed needs of all students.

Competency 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 syllabication and morphemic analysis skills, including related spelling skills.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in syllabication and morphemic analysis skills, including related spelling skills, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.
- C. Demonstrate knowledge of the continuum of knowledge and skills related to syllabication and morphemic analysis skills as described in the TEKS for ELAR (Kindergarten through Grade 6).

- D. Demonstrate knowledge of research-based strategies and best practices for teaching accurate, automatic decoding and spelling of compound words.
- E. Demonstrate knowledge of common syllable types in English (e.g., closed, silent *e*, open, vowel team, *r*-controlled, consonant + */e*); common syllable division patterns (e.g., VC/CV, V/CV); and research-based strategies and best practices for developing students' accurate, automatic decoding and spelling of multisyllabic words.
- F. Demonstrate knowledge of common morphemes in English (e.g., base words, roots, inflections, derivational affixes), including the distinction between inflectional and derivational suffixes, and research-based strategies and best practices for developing students' accurate, automatic decoding and spelling of multisyllabic words that contain two or more morphemes.
- G. Demonstrate understanding of the importance of teaching students to read common syllable types and morphemes as chunks in order to promote accurate, automatic decoding of multisyllabic and multimorphemic words and to support their ability to read increasingly complex texts with fluency.
- H. Demonstrate knowledge of research-based strategies and best practices for teaching accurate, automatic decoding and spelling of less common syllable types and morphemes, as well as other more advanced elements, including multisyllabic words with multiple sound-spelling patterns.
- I. Demonstrate knowledge of research-based strategies and best practices for teaching students how to use print and digital resources to determine syllabication, pronunciation, meaning, and word origin, including how to alphabetize a series of words to the third letter in order to facilitate their ability to use a variety of print resources.
- J. Demonstrate knowledge of research-based strategies and best practice for differentiating instruction in syllabication and morphemic analysis skills in order to address the assessed needs of all students.

Competency 008 (Reading Fluency)

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development of reading fluency.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading fluency and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.
- C. Demonstrate knowledge of the continuum of fluency development as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 6), from accurate, automatic letter naming, to word reading, to reading connected text, to reading increasingly complex connected text.
- D. Demonstrate knowledge of key concepts related to reading fluency, including the key indicators of fluency (i.e., accuracy, rate, and prosody); the role of automaticity in reading fluency; interrelationships between accuracy, rate, and automaticity; the role of fluency in reading comprehension; interrelationships between prosody and comprehension; the importance of providing explicit and frequent instruction in fluency to students at all stages of reading development; and

the importance of varying fluency instruction for students at different stages of development in decoding.

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

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

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

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

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

J. Demonstrate knowledge of research-based str

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.

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

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

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

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

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

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

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

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

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

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

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

Competency 010 (Comprehension Development)

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

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

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

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

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

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

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

in hands-on learning and academic discussions related to a text's topic, encouraging and supporting students' independent reading of informational texts) to promote students' reading comprehension and deepen their understanding of appropriately complex texts.

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

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

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

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

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

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

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 appropriately complex literary texts.

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

C. Demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, legends, myths, tall tales, nursery rhymes, poetry, and drama from various cultures.

D. Demonstrate knowledge of the continuum of development in the comprehension and analysis of literary texts as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 6).

E. Demonstrate understanding of the importance of reading aloud high-quality, culturally relevant, and appropriately complex literary texts on a regular basis to develop young children's familiarity with literary texts and basic story structures, and apply knowledge of research-based strategies and best practices related to using read-alouds for this purpose (e.g., asking questions about a story as it is being read aloud; providing props for children to use while acting out the story; helping children construct a story map with a clear beginning, middle, and end; providing story cards to assist children in sequencing retellings of the story; encouraging children to provide sound effects through musical instruments or environmental noises that fit what is happening in the story; extending the story into centers for children to continue to explore the story in other ways).

F. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to comprehend and analyze a range of appropriately complex literary texts, including identifying a text's key ideas and details; analyzing an author's purpose for writing; identifying story elements, such as characters, plot, setting, and theme; analyzing an author's craft, such as word choice and use of imagery and figurative language; and using evidence from a literary text to support responses.

G. Demonstrate knowledge of research-based strategies and best practices for promoting students' comprehension of appropriately complex literary texts at all three comprehension levels (i.e., literal, inferential, and evaluative) and for promoting critical thinking about literary texts (e.g., synthesizing information to create new understandings; asking and having students generate questions related to bias, such as which voices and perspectives are present and absent in a text).

H. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of appropriately complex literary texts in order to address the assessed needs of all students.

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 appropriately complex informational texts.

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

- C. Demonstrate knowledge of distinguishing characteristics and structures of informational, persuasive, multimodal, and digital texts.
- D. Demonstrate knowledge of the continuum of development in the comprehension and analysis of informational texts as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 6).
- E. Demonstrate understanding of the importance of reading aloud high-quality, appropriately complex informational texts on a regular basis to develop young children's familiarity with informational texts, and demonstrate knowledge of research-based strategies and best practices related to using read-alouds for this purpose, including asking questions about a text as it is being read aloud, engaging students in activities related to the text's content, and extending an informational text into centers to continue students' interactions with the text's content.
- F. Demonstrate understanding of the importance of scaffolding students' comprehension and analysis of informational texts, and apply knowledge of research-based strategies and best practices related to this purpose (e.g., using strategic questioning and engaging students in academic conversations about a text's content, teaching text annotation and note-taking skills, helping students develop semantic maps and other graphic organizers to help clarify or reinforce a text's content or organizational structure, helping students generate and respond to peer questioning about a text).
- G. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to comprehend and analyze appropriately complex informational texts, including identifying different informational text structures (e.g., descriptive, comparison/contrast, cause/effect, sequential, chronological), identifying and summarizing a text's central ideas and supporting evidence, using textual features (e.g., subtitles, bold or italicized text) and graphic features (e.g., charts, diagrams) to gain information, comparing and contrasting the content presented in a book's text with that presented in its graphic features, identifying a sequence of steps or events in a text, recognizing the characteristics of multimodal and digital texts, identifying an author's purpose and intended audience, analyzing an author's craft (e.g., choice of words, evidence, and rhetorical devices), distinguishing facts from opinions, and identifying the claim in an argumentative text.
- H. Demonstrate knowledge of research-based strategies and best practices for promoting students' comprehension of appropriately complex informational texts at all three comprehension levels and for promoting critical thinking about informational texts (e.g., synthesizing information to create new understandings; asking and having students generate higher-order questions about a text, such as questions related to voices or perspectives present and absent in a text or questions about the credibility of a text).
- I. Demonstrate knowledge of research-based strategies and best practices for promoting students' development of disciplinary-literacy skills, including distinguishing discipline-specific meanings of words (e.g., *ruler* in mathematics [a measuring device] versus *ruler* in social studies [a monarch or government leader]), and recognizing text structures commonly used in a discipline.

J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of appropriately complex informational texts in order to address the assessed needs of all students.

Domain IV-Analysis and Response

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 [i.e., accuracy, rate, and prosody]) and to support the analysis with specific, appropriate examples from the student's reading performance.

C. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in foundational reading skills.

D. Using sound reasoning and knowledge of foundational reading skills, demonstrate the ability to explain the effectiveness of the selected instructional strategy or intervention to address a student's identified need in foundational reading skills.

E. Demonstrate the ability to identify a significant need that a student demonstrates related to reading comprehension (e.g., vocabulary knowledge; knowledge of sentence and grammatical structures; application of literal, inferential, or evaluative comprehension skills; use of comprehension strategies; application of text analysis skills to a literary or informational text) and to support the analysis with specific, appropriate examples from the student's reading performance.

F. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in reading comprehension.

G. Using sound reasoning and knowledge of reading comprehension, demonstrate the ability to explain the effectiveness of the selected instructional strategy or intervention to address a student's identified need in reading comprehension.

Assignments: Case Study Analysis; Teaching Strategy Notebook; Reflective Journals; Lesson plans & written reflections; Constructed Response Questions (CRQ); Final tutoring report and presentation

Appendix J: 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.

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

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

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

(ii) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning. Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

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

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

(iii) 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.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(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 communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Appendix K: Texas Essential Knowledge and Skills

§110.2 English Language Arts and Reading, Kindergarten

(a) Introduction.

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

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

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

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

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

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

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

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

(b) Knowledge and skills.

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

(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 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.

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.

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