



Course Syllabus: Content Reading
College of Education
READ 6293 Section X10
Fall 2024 August 26-December 7

Contact Information

Instructor: Krystle Brom, PhD
Office: Remote
Office hours: M/W 12-1 or by appointment
E-mail: Krystle.Brom@msutexas.edu

Instructor Response Policy

Please allow 24 hours for response time. On weekends, expect response the following Monday.

Textbook & Instructional Materials

No textbook required. This course will be delivered remotely. There are five modules. Because this class will be completed online through D2L, you will need to ensure you have internet access. All the required readings will be available to you in each module.

Required Articles (accessible on D2L)

- Fang, Z. (2012). Approaches to developing content area literacies: A synthesis and a critique. *Journal of Adolescent and Adult Literacy*, 56(2), 111-116.
- Fang, Z. (2008). Going beyond the "Fab Five": Helping students cope with the unique linguistic challenges of expository reading in intermediate grades. *Journal of Adolescent & Adult Literacy*, 51(6), 476-487.
- Fillmore, L. W., & Fillmore, C. J. (2012). What does text complexity mean for English learners and language minority students?. *Understanding language: Language, literacy, and learning in the content areas*, 64-74.
- Guthrie, J. (2005). Preparing students for high-stakes test taking in reading. In Z. Fang (Ed.), *Literacy teaching and learning: Current issues and trends* (pp. 285-295). Merrill.
- Johnson, H., Watson, P. A., Delahunty, T., McSwiggen, P., & Smith, T. (2011). What it is they do: Differentiating knowledge and literacy practices across content disciplines. *Journal of Adolescent & Adult Literacy*, 55(2), 100-109.
- Moxley, K. (2012). Learning with text in the arts. In T. Jetton & C. Shanahan (Eds.), *Adolescent literacy in the academic disciplines: General principles and practical strategies* (pp. 227-266). Guilford Press.

- Rainey, E., & Moje, E. B. (2012). Building insider knowledge: Teaching students to read, write, and think within ELA and across the disciplines. *English Education, 45*(1), 71-90.
- Shanahan, C., & Shanahan, T. (2014). Does disciplinary literacy have a place in elementary school?. *The Reading Teacher, 67*(8), 636–639.
<https://doi.org/10.1002/trtr.1257>
- Siebert, D. K., Draper, R. J., Barney, D., Broomhead, P., Grierson, S., Jensen, A. P., ... & Wimmer, J. (2016). Characteristics of literacy instruction that support reform in content area classrooms. *Journal of Adolescent & Adult Literacy, 60*(1), 25-33.
- Temple, C. A., Freeman, E. B., & J. F. Moss. (2014). Literature representing diverse perspectives. In C. A. Temple, E.B. Freeman, & J. F. Moss (Eds.), *Children's books in children's hands: An introduction to their literature* (pp. 85-119). Allyn & Bacon.

Course Description

Prerequisite(s): Non-teacher certification students OR Kinesiology teacher certification students with following courses: EDUC 3163, EPSY 3153, KNES 3603, and KNES 4513.

Strategies and materials for assessing students' content reading needs; instructional techniques and modifications for engaging students in content subjects.

3.000 Credit hours

3.000 Other hours

Levels: Undergraduate

Schedule Types: [Practicum](#)

Education Department

Course Attributes:

COED Instructional Enhance Fee

Course Objectives/Learning Outcomes/Course Competencies

This course is designed to empower each participant to gain knowledge and skills and to develop dispositions to make informed instructional decisions in the following areas:

1. Content Area/Disciplinary Literacy
 - a. Understand the need for literacy instruction in academic content areas.
 - b. Develop knowledge of literacy and study strategies within the context of content instruction.
 - c. Explain the relationship between the expressive and reflective language arts processes (reading, writing, listening, speaking, viewing, visually representing) and demonstrate how they can be capitalized upon for instructional and learning purposes.

- d. Develop an understanding of the various factors impacting reading comprehension.
 - e. Develop a repertoire of teaching and learning strategies for helping students learn content area vocabulary and technical terms.
 - f. Apply informal assessment tools to determine the students' ability to learn from printed materials.
2. Integrating Materials and Resources for Literacy Instruction
- a. Use texts of all kinds to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely, independently, for information, and for pleasure.
 - b. Design, select, and evaluate materials that reflect curriculum goals, current knowledge, and the interests, motivation, and the needs of individual learners; develop the ability to modify curriculum materials to meet the needs of diverse learners.
 - c. Identify and describe major pedagogical approaches to teaching content area literacies to a diverse population of learners in today's classrooms.
 - d. Exhibit your understanding of using a wide variety of print throughout the curriculum, including high-quality informational texts and diverse expository materials appropriate to the age and developmental level of learners.
 - e. Analyze the structure and content of various texts used for instruction within content areas.
 - f. Plan cross-curricular instruction which addresses the needs of all learners in your grade level of interest.
 - g. Utilize principles and strategies for planning and implementing instruction via themed study units in content subjects.
3. Professionalism and Reflective Teaching
- a. Identify the influence of cultural, ethnic, and linguistic backgrounds on the reading and writing process.
 - b. Develop a reflective mind set about his/her learning and teaching in order to make decisions about curricular engagements based on an understanding as to its purpose in the curriculum.
 - c. Determine which professional resources (websites, journals and publications) are a significant source of information concerning literacy resources and instruction.

See Appendix A for a complete list of standards/competencies

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of

work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Grading/Assessment

Course Grade- Multicultural and International Literature Exploration, Annotated Text Set, Text Set Analysis, Content Area Literature Lesson Plan, Module Checkpoint Activities, Reading to Practice Forums

Table 1: Points allocated to each assignment

Assignment	Module	Points Possible
<i>Multicultural and International Literature Exploration</i> Exploring the web to locate new media to support content area literacy can help engage and motivate learners, while inviting a variety of diverse perspectives to help make sense of literacy by discipline. Locate and read multicultural texts by country, view award winning books, and reflect on the importance of these connective practices.	1	10
<i>Annotated Text Set</i> Text sets are collections of resources from different genres, media, and levels of reading difficulty, designed to be supportive of the learning of readers with a range of experiences and interests. A text-set collection focuses on one concept or topic while using a variety of sources (e.g., books, charts, maps, pamphlets, poetry, songs, photographs, non-fiction books, almanacs, encyclopedias).	2	10
<i>Text Set Analysis</i> An analysis of a text set reveals the broader goals for learning, to describe how each selected text will aid in student understanding.	3	10
<i>Content Area Literature Lesson Plan</i> Informed by a carefully selected text set and text analysis, you will create a 5-day lesson plan (attached to a broader unit of instruction) within your content area using the TE&A Common Lesson Plan template. Informed by research within your text set, implement discipline-specific literacy strategies (e.g., RAFT, SQ3R, reciprocal writing, graphic organizers).	5	20
<i>Module checkpoint activities @ 5 pts each</i>	1, 2 3, 4, 5	25
<i>Reading to practice forums @ 5pts each</i>	1, 2 3, 4, 5	25
<i>Total Points Possible</i>		100

Table 2: Total points for final grade.

Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Homework/Quizzes/Projects/Exams

Multicultural and International Literature Exploration: Locate and read multicultural texts by country.

Annotated Text Sets: Collection of resources to support the learning of readers.

Text Set Analysis: Analysis of text set that reveals broader learning goals based on collected resources.

Content Area Literature Lesson Plan: Informed by text set/analysis, you will create a 5-day lesson plan within your content area using the MSU lesson plan template and implement discipline-specific literacy strategies.

Module Checkpoint Activities: reflect on module to express understanding of material within each module.

Reading Practice Forums: Students contribute to a conversation about module topic/material in a discussion forum.

Late Work

All assignments must be submitted through D2L on time for full credit by the assigned due date according to the course schedule. Each day an assignment is late, 10% will be deducted from the total possible score. On the eighth day, the assignment is considered missing, receives a zero, and cannot be made up.

Important Dates

Last day for term schedule changes: August 29, 2024

Deadline to file for graduation: October 4, 2024

Last Day to drop with a grade of "W:" October 9, 2024

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you

experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

This class does not meet face to face and will be completed all online.

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.

- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name for your instructor and classmates.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual's experiences.
- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as "YELLING!"
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using "text-talk" unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

Inclement Weather

In the case of campus closure due to inclement weather, the due dates on our course schedule may be subject to change.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

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

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide

appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

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

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the

University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 at

https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit <https://msutexas.edu/titleix/>

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

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

Course Schedule

<u>Week</u>	<u>Module</u>	<u>Assignment Due Date</u>
Week 1 August 26-30	Start Here	Due: August 30 Introduce Yourself Questions and Answers Forum Read through the Syllabus
Week 2 September 2-6	Module 1	Due: September 6 Module 1 Checkpoint Activity TEKS Analysis
Week 3 September 9-13	Module 1	Due: September 13 Module 1 Multicultural and International Literature Exploration (MILE) Activity
Week 4 September 16-20	Module 1	Due: September 20 Module 1 Reading to Practice Forum (Post by Friday and respond to peer by Sunday)
Week 5 September 23-27	Module 2	Due: September 27 Module 2 Checkpoint Activity
Week 6 September 30-October 4	Module 2	Due: October 4 Module 2 Annotated Text Set
Week 7 October 7-11	Module 2	Due: October 11 Module 2 Reading to Practice Forum (Post by Friday and respond to peer by Sunday)
Week 8 October 14-18	Module 3	Due: October 18 Module 3 Checkpoint Activity
Week 9 October 21-25	Module 3	Due October 25 Module 3 Text Set Analysis
Week 10 October 28-November 1	Module 3	Due: November 1 Module 3 Reading to Practice Forum (Post by Friday and respond to peer by Sunday)
Week 11 November 4-8	Module 4	Due: November 8 Module 4 Checkpoint Activity Module 4 Reading to Practice Forum (Post by Friday and respond to peer by Sunday)
Week 12 November 11-15	Module 5	Due: November 15 Module 5 Checkpoint Activity

Week 13 November 18-22	Module 5	Due: November 22 Module 5 Reading to Practice Forum (Post by Friday and respond to peer by Sunday)
Week 14 November 25-29		Thanksgiving Holiday
Week 15 December 2-6	Module 5	Begin working on Content Area Literature Lesson Plan (This is your Final Exam)
Final December 7	Module 5	DUE: December 7 Content Area Literature Lesson Plan (Final Exam)

Appendix A: Standards/Competencies

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<p>Domain I: Reading Pedagogy</p> <p>Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading.</p> <p>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.</p> <p>G. Recognize the importance of planning and managing reading instruction in ways that not only promote young children's 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.</p> <p>R. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support young children's reading development, reading engagement, and motivation to read.</p> <p>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.</p>
<p>Domain II: Reading Developmental Foundations</p> <p>Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.</p> <p>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.</p> <p>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</p>

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instructional materials for a given lesson, including for differentiated instruction; guiding students' selection of independent reading materials).

Competency 009 (Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.

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

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.

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).

Domain III: Reading Level Comprehension

Competency 010 (Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies.

E. Demonstrate understanding of the importance of reading aloud high-quality, culturally relevant 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

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

G. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to apply metacognitive reading comprehension strategies to literary and informational 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).

H. Demonstrate knowledge of the role of teacher-guided close reading and rereading in developing students' ability to comprehend increasingly complex texts, including key components of a research-based close-reading routine or protocol (e.g., using text-dependent questions and annotation; rereading a text 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 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, close reading for deep understanding).

K. Demonstrate knowledge of the importance of balancing young children's 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.

Competency 011 (Comprehension of Literary Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for literary texts.

F. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to comprehend and analyze a range of 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 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).

Competency 012 (Comprehension of Informational Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-

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based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' reading comprehension and analysis of informational texts.

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

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 5).

E. Demonstrate understanding of the importance of reading aloud high-quality 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 young children's comprehension and analysis of informational texts and 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 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 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 informational texts in order to address the assessed needs of all students.

