I. Course Description

This course focuses on recent issues, materials, methods, and strategies considered essential for effective reading instruction in the elementary school content areas. Components of the course will include comprehension strategies, vocabulary development, reading-writing connections, and word study. Components of the course will include but not be limited to the five pillars of reading instruction identified by the National Reading Panel (2000): phonemic awareness, phonics, fluency, vocabulary, and comprehension. Emphasis is placed on the various stages of and approaches to literacy development. Prerequisite: READ 3320 or READ 3321.

II. Rationale

This course is designed to provide undergraduate pre-service teachers an opportunity to:

1. Analyze and synthesize information regarding content area reading
2. Demonstrate knowledge of various ways to help students succeed in reading to learn and the acquisition of study skills.

III. Learning Objectives

The undergraduate will be able to:

1. Demonstrate an understanding for and apply a content area framework of instruction. These will include the following:
   a. The use of prior knowledge to construct purposes for reading
   b. The establishment of strategies which assist in reading higher level interpretation of text, and the opportunity for reflection on what has been learned
   c. Demonstrate an understanding for the Language Arts TEKS and use them to design appropriate lessons.
2. Analyze texts that are used in class for factors that make them easier or more difficult to comprehend.
VI. Major Course Requirements

1. Course Topics
   a. Approaches to teaching reading in the content areas
   b. Materials used in a well-rounded literacy program
   c. Levels of questions
   d. Reading for Inquiry
   e. Text sets
   f. Text-structure of non-fiction text
   g. Reading strategies for Before, During, and After reading non-fiction texts
   h. Vocabulary development
   i. Factors influencing literacy proficiency
   j. Book Awards

2. Methods and activities for instruction include traditional experiences (lecture, discussion, demonstration) as well as clinical experiences (Simulations, cooperative groups, student demonstrations and presentations).

Textbook Responses: (5 points each / 50 points total)
- You will complete an assigned activity, strategy, or assignment after reading the assigned chapter(s) for homework. They are due at the beginning of class.
- There are two purposes for this assignment: 1) this is a content area strategy that can be used in the elementary classroom; 2) this assignment requires you to think about the content of the class.

Demonstration Lesson: (50 total points)
- You will present a lesson alone or with other students in which you use non-fiction text to teach a concept to the class.
- You will need to write a LESSON PLAN for the demonstration that will include the following: appropriate TEKS, and a description of a Before, During, or After reading instructional technique.
- The lesson will be conducted with the rest of the class participating. The lesson will use an appropriate strategy and address a specific content objective and the ELA TEKS. Handouts are required.
- The lesson should be no more than 10-15 minutes.

Midterm: (50 points) You will take a midterm exam. This exam will evaluate your understanding of the material discussed in class and presented in your assigned reading.
**Text Set: (50 points)**
- Text sets are a collection of books and reading materials that you will use for a specific topic, unit or theme to be taught. The reading materials consist of picture books, chapter books (historical fiction, realistic fiction, fantasy, etc.), informational books, poems, magazines, reference books, and newspaper articles related to the topic or unit. You will need to choose a grade level and content area you are interested in teaching. After determining your grade level and content area, become familiar with the appropriate TEKS. From the TEKS, choose a topic (i.e., insects, weather, etc.) to teach. The text set is to consist of **TEN** related texts. You must submit an annotated list of the reading materials (APA format). This will be **word-processed**.
  - Topic, Unit or Theme (e.g., weather)
  - One appropriate Grade Level
  - Content area covered (i.e. science, math, social studies, health)
  - TEKS that apply (focus on one grade level)
  - Full APA format 6th edition publication information for each source, (book, poem, article, website)
  - A brief summary of the book or material (in your own words) (50 - 75 words)
  - Connect each text to a strategy to Tompkins (do not repeat strategies within the set)
  - Each text set must include a combination of:
    - Two fictional picture books
    - Four informational (nonfiction-chapter/picture) books
    - One reference book (textbook)
    - One poem
    - Two other texts (child appropriate) that can include any of the following: newspapers, magazines, journal articles, website, etc.

**Book Talk: (25 points)**
- Select a K-6th grade content related picture or chapter book
- You will read the book, or parts of a book, to the class on an assigned date giving a brief summary and highlighting interesting parts of the book (5-10 minutes).
- Include the following:
  - What type of nonfiction?
  - Identify the reading level / interest level of the text.
  - How is the book organized?
  - What access features are presented?
  - Are there visuals, if so what type and how are they useful?
  - Connect to a literacy strategy from Tompkins. You will demonstrate a reading activity young children could do with the book.
Content Textbook Evaluation: (25 points)
- Go to the TAMUCC Bell Library (second floor) and select a Teacher’s Edition of a content area textbook (math, social studies, or science; K-6).
- Bring this book to class on the assigned day for discussion and in-class evaluation. **Do not** select ELA texts (Language Arts).

Interactive Student Notebook: (40 points)
- This will be completed during class as a means of taking notes for lectures.
- This will be collected at midterm and at the end of the course.

Perfect Attendance: (10 points) Attendance and participation in class is very important.

Final: (50 points) You will take a final exam. This exam will evaluate your understanding of the material discussed in class and presented in your assigned readings. I may not discuss all topics from the assigned reading; however, you are responsible for knowing the material.

END OF COURSE EXAM: Beginning April 2012, an exam will be posted. This exam is reflective of the content you have learned during the course of this class. It is MANDATORY that you take and pass the exam with a score of at least 70% to receive credit for this course. Each student has three (3) opportunities to take this exam.

Rubrics for each assignment will be provided with further explanation of student’s expectations. All papers are to be typed using Times Roman 12 point font. All papers are also to be double-spaced and must follow APA (6th Ed.).

V. Evaluation of Assignments

Grades will be determined according to the following:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points:</th>
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<tr>
<td>Textbook responses</td>
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<td>Demonstration lesson</td>
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<td>Midterm</td>
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<td>Text set</td>
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<tr>
<td>Book talk</td>
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<tr>
<td>Content textbook evaluation</td>
<td>25</td>
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<tr>
<td>Interactive student notebook</td>
<td>40</td>
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<tr>
<td>Perfect attendance</td>
<td>10</td>
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<tr>
<td>Final</td>
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<td><strong>TOTAL</strong></td>
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<td>Grade</td>
<td>Description</td>
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<tr>
<td>A</td>
<td>Excellent—All work is completed in a professional manner and contains evidence of effort and accomplishment. The work is 100% professional in content and appearance.</td>
</tr>
<tr>
<td>B</td>
<td>Good—All work is completed in a professional manner and contains evidence of effort and accomplishment. The work is complete in content and appearance.</td>
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<tr>
<td>C</td>
<td>Average—The work is complete. The work contains all required parts, but lacks polish.</td>
</tr>
<tr>
<td>D</td>
<td>Passing—The work is not adequate in details, efforts, professionalism, or completeness.</td>
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<tr>
<td>F</td>
<td>Failing—The work is inadequate or incomplete.</td>
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**Grading Scales:**

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<tr>
<th>Grade Scale for quizzes and tests</th>
<th>Grade Scale for Attendance</th>
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<tbody>
<tr>
<td>90-100 %  = A</td>
<td>0 Absences = 100</td>
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<tr>
<td>80-89%    = B</td>
<td>1 Absence = 90</td>
</tr>
<tr>
<td>70-79%    = C</td>
<td>2 Absences = 70</td>
</tr>
<tr>
<td>60-69%    = D</td>
<td>3 Absences = 50</td>
</tr>
<tr>
<td>59% or less = F</td>
<td>4 or More = 0</td>
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</table>

Late work IS NOT ACCEPTED. All assignments are due at the beginning of class. If you are going to be absent, your assignment needs to be turned in by a classmate or e-mailed.

| 2 Tardies = 1 Absence Arriving 15 minutes after class has begun will result in 1 absence. |

**VI. Course Schedule and Policies**

**Course schedule is attached.**

**Attendance and punctuality expectations and professional decorum:** There are no such things as excused absences. Absences and lateness will affect your grade. There is a positive correlation between consistent, punctual attendance and higher course grades. Punctuality and attendance count toward your grade. Incompletes will only be given in the event of debilitating illness or catastrophic occurrence. On time and present are the requirements.

**Extra Credit:** PROFESSIONAL MEMBERSHIP
Student Reading Council: Join, attend three meetings for the semester and participate ($10.00 annual membership fee)

**Cell phone / Electronics:** Cell phones, text messaging, and checking your cell phone, email, and text messages or any other form of social networking which do not support course instruction during class are all strictly prohibited. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential
rising emergency, then prior notification of such possibility must be made known to me before the start of class and phone set on vibrate.

**Grading policy:** I take the evaluation and grading of your work very seriously, and I know that you work very hard to do your best in your courses. While it may take me a little longer to read your work and return it to you, I write many comments on papers and read exams more than once before assigning a grade to them.

**Academic Integrity/Plagiarism:** “University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in” a penalty or penalties as stated in the TAMUCC Undergraduate Handbook, page 40, which includes:

- Written reprimand;
- Requirement to re-do work in question;
- Requirement to submit additional work;
- Lowering of grade on work in question;
- Assigning grade of “F” to work in question;
- Assigning grade of “F” for course
- Recommendation for more severe punishment, such as dismissal from the program or from the University.

**NOTE:** If a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping the courses, the student forfeits his/her right to drop the course in question.

**Dropping a Class:** I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

**Preferred methods of scholarly citations:** APA Publication #6 edition.

**Classroom/professional behavior:** **PLEASE NOTE:** Ground rules for discussions and assignments: Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to proceed, so that we may refer directly to my requirements if the situation arises.

**Respect—**

We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
When speaking of an occurrence or relaying one’s experience outside the class refrain from disclosing identities of those involved. Show courtesy and listen when others speak.

**Comfort**

Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating. I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together! No question is unintelligent! We all learn at different paces and by asking questions.

**Honesty**

You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions. All work you submit must be your own. If you use someone’s words or work other than your own please use the appropriate citation (APA)—even if found on the Internet.

World Wide Web – Any work you find on the web must be cited. Provide the URL and the name of the website and the date it was accessed. Lessons found on the Web **must be adapted and modified (using proper citations)** for your personal use.

Academic Honesty Statement: Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

**Statement of Civility:** Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules on the University, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful, and courteous to all people regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals:** As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the
process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

**Veterans Services:** If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**VII. Texts**


**VIII. Additional Course Resources**

Annenberg Media – www.learner.org

**IX. Further Reading**


## X. TExES Competencies

### Standard I Oral Language

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

### Standard II Phonological and Phonemic Awareness

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

### Standard III Alphabetic Principle

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

### Standard IV Literacy Development and Practice

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

### Standard V Word Analysis and Decoding

Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

### Standard VI Reading Fluency

Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

### Standard VII Reading Comprehension

Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

### Standard VIII Development of Written Communication

Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

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

**Standard X. Assessment and Instruction of Developing Literacy**

Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

**Expanded Objectives for State Board for Educator Certification (SBEC)**

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

1.1k basic linguistic concepts (e.g., phonemes, segmentation) and developmental stages in acquiring oral language, including stages in phonology, semantics, syntax, and pragmatics, recognizing that individual variations occur;

1.2k how to build on students’ cultural, linguistic, and home backgrounds to enhance their oral language development;

1.3k the relationship between the development of oral language and the development of reading;

1.4k skills for speaking to different audiences for various purposes;

1.5k active, purposeful listening in a variety of contexts;

1.6k the use of critical listening to analyze and evaluate a speaker’s message;

1.7k listening skills for enjoying and appreciating spoken language;

1.8k the use of technology in promoting oral communication skills;

1.9k how to use effective informal and formal assessments to evaluate students’ oral language skills, and recognize when speech or language delays or differences warrant in-depth evaluations and additional help or intervention;

1.10k similarities and differences between oral and written language conventions and how to promote young students’ awareness of these similarities and differences; and

1.11k how to use instruction that interrelates oral and written languages to promote student reading and learning (e.g., preview-review, discussions, and questioning) when speech or language delays or differences warrant in-depth evaluations and additional help or interventions.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6** The beginning teacher knows and understands:

1.1s acknowledge students’ current oral language skills and build on these skills to increase students’ oral language proficiency through specific language instruction using such activities as meaningful and purposeful conversations, dramatic play, songs, rhymes, stories, games, language play, discussions, questioning, and sharing information;

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

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

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

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

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

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

1.8s communicate with student’s families about ways that they can encourage their student’s language development;

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

1.10s communicate with other professionals and continually seek implications for practice from current research about oral language development; and

1.11s support students’ development of communication skills through the use of technology.

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

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6** The beginning teacher knows and understands:

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

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

2.3k effective formal and informal assessments of phonological and phonemic awareness and be able to analyze results, and identifying appropriate instructional strategies for teaching phonological and phonemic awareness to individual student.
Application: What Teachers Can Do Teachers of Students in Grades EC–6 The beginning teacher is able to:

2.1s plan, implement, and monitor instruction that is focused on individual students’ needs and is based on continuous use of formal and informal assessments of individual students’ phonological development;
2.2s use instructional approaches, including language games, activities, materials, and direct teacher instruction, that promote students’ phonological awareness;
2.3s select and use instructional materials that promote students’ phonological and phonemic awareness and build on students’ current language skills;
2.4s inform parents of their child’s phonological development and its importance to reading and communicate with families about ways to encourage students’ phonological awareness at home; and
2.5s communicate with other professionals and continually seek implications for practice from current research about phonological awareness.

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

Teacher Knowledge: What Teachers Know Teachers of Students in Grades EC–6 The beginning teacher knows and understands:

3.1k the importance of the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language;
3.2k expected patterns of students’ alphabetic skills development and knowledge that individual variations may occur.
3.3k that not all written languages are alphabetic, that many alphabetic languages are more phonetically regular than English, and know how to help English language learner deal with positive and negative transfer related to the alphabetic principle; and
3.4k how to select, administer, and analyze results from informal and formal assessments of alphabetic knowledge.

Application: What Teachers Can Do Teachers of Students in Grades EC–6 The beginning teacher is able to:

3.1s respond to individual student’s needs by providing focused instruction on the letters of the alphabet and the relationships of sounds and letters;
3.2s select and use instructional materials and strategies, including multisensory techniques (e.g., letter names, graphophonemic knowledge, and the relationship of letters and printed words to spoken language) to promote students’ understanding of the elements of the alphabetic principle;
3.3s use formal and informal assessments to analyze individual student's alphabetic skills, monitor learning, and plan instruction;
3.4s communicate with parents about ways to increase students’ alphabetic knowledge;
3.5s communicate with other professionals and continually seek implications for practice from current research about the development of alphabetic knowledge; and
3.6s provide learning experiences that promote students’ ability to read critically and evaluate information presented in nonliterary texts.

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

Teacher Knowledge: What Teachers Know Teachers of Students in Grades EC–6 The beginning teacher knows and understands:

4.1k that literacy acquisition develops in an often, predictable pattern from pre-reading (sometimes referred to as emergent literacy) to conventional literacy and that individual variations occur in literacy acquisition;
4.2k that the developing reader has a growing awareness of print in the environment, of the sounds in spoken words, and of the uses of print;
4.3k that literacy development occurs in multiple contexts through reading, writing, and the use of oral language;
4.4k a wide range of student literature and other texts written for students;
4.5k the importance of modeling and encouraging reading for pleasure and lifelong learning;
4.6k the difference between guided and independent practice in reading;
4.7k the importance of reading as a skill in all content areas;
4.8k the use of technology in promoting literacy; and
4.9k how to select, administer, analyze, and use results from informal and formal assessments of literacy acquisition, including assessments of phonological and phonemic awareness and alphabetic skills.

Application: What Teachers Can Do Teachers of Students in Grades EC–6 The beginning teacher is able to:

4.1s provide instruction that focuses on concepts about print and functions of print, including book handling, parts of a book, orientation, directionality, and the relationships between written and spoken words;
4.2s assist young students in distinguishing letterforms from number forms and text from pictures;
4.3s provide multiple opportunities for young students to listen to and respond to a wide variety of student literature, both fiction and non-fiction, and to recognize characteristics of various types of narrative and expository texts;
4.4s talk with students about their favorite books;
4.5s engage students in story reading experiences and encourage young students to interact with others about stories;

4.6s provide many opportunities for students to read and write in order to develop an extensive reading and writing vocabulary;

4.7s assist young readers in selecting their own books for independent reading;

4.8s teach students about authors and their purposes for writing;

4.9s use formal and informal assessments of individual student’s literacy development to plan, implement, and monitor instruction;

4.10s communicate with families about ways to enhance students’ literacy development;

4.11s communicate with other professionals and continually seek implications for practice from current research on literacy acquisition; and

4.12s use technology to help students access a wide range of narrative and expository texts.

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

**Teacher Knowledge: What Teachers Know Teachers of Students in Grades EC–6** The beginning teacher knows and understands:

5.1k that many students develop word analysis skills (e.g., decoding, blending, structural analysis, sight word vocabulary) and reading fluency in a predictable sequence, recognizing that individual variations occur;

5.2k the continuum of word analysis skills and grade-level expectations for these skills;

5.3k the norms for reading fluency that have been established for various age and grade levels;

5.4k important phonetic elements and conventions of the English language;

5.5k strategies for decoding and determining the meaning of increasingly complex words;

5.6k the importance of word recognition skills (e.g., decoding, blending, structural analysis, sight word vocabulary) to reading comprehension and know a variety of strategies to help young student develop and apply word analysis skills;

5.7k differences in students’ development of word analysis skills and know how to adjust instruction in response to various students’ needs;

5.8k a variety of formal and informal procedures for assessing students’ word identification and decoding skills; and

5.9k instructional practices to meet students’ individual needs in decoding and word identification.

**Application: What Teachers Can Do Teachers of Students in Grades EC–6** The beginning teacher is able to:

5.1s teach the analysis of phonetically regular words in a simple-to-complex progression, i.e., phonemes, blending onsets and rimes, short vowels, consonant blends, other common vowel and consonant patterns, and syllables;

5.2s teach students to read passages using decodable texts and provide opportunities for students to progress from sounding out words orally to decoding words silently;

5.3s teach students to recognize high-frequency irregular words by selecting words that appear frequently in students’ books and reviewing difficult words often;

5.4s teach students ways to identify vowel sound combinations and multisyllabic words;

5.5s provide instruction in how to use structural cues to recognize compound words, base words, and inflections (e.g., prefixes and suffixes);

5.6s teach students to use knowledge of word order (English syntax) and context to support word identification and confirm word meaning;

5.7s use formal and informal assessments to analyze individual student’s word identification and decoding skills in order to plan and monitor instruction;

5.8s communicate with parents about ways to support students’ word identification and decoding skills; and

5.9s communicate with other professionals and continually seek implications for practice from current research about the development of decoding and word identification.

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

**Teacher Knowledge: What Teachers Know Teachers of Students in Grades EC–6** The beginning teacher knows and understands:

6.1k how students’ reading rate and fluency affect comprehension;

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

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

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

6.5k instructional strategies and practices for promoting students’ word analysis skills and reading fluency;

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

6.7k a variety of informal and formal procedures for assessing on an ongoing basis students’ reading fluency.

**Application: What Teachers Can Do Teachers of Students in Grades EC–6** The beginning teacher is able to:

6.1s identify and monitor on an ongoing basis young students’ fluency levels by using leveled passages or reading materials on a daily basis;
6.2s provide frequent opportunities for fluency development through reading in independent-level materials, reading orally from familiar text, repeated reading activities, and silent reading for increasingly longer periods;

6.3s apply norms for reading fluency to evaluate students’ reading fluency;

6.4s communicate with families about students’ reading fluency and ways they can help to increase students’ fluency;

6.5s communicate with other professionals and continually seek implications from current research about the development of students’ reading fluency; and

6.6s provide opportunities for students to improve reading fluency through self-correction.

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

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6** The beginning teacher knows and understands:

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

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

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

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

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

7.6k the role of visualization skills in reading comprehension;

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

7.8k the use of meta-cognitive skills in reading comprehension;

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

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

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

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

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

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

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

7.16k different purposes for reading and associated reading strategies;

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

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

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

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

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

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

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

7.24k the use of technology in promoting reading comprehension.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6** The beginning teacher is able to:

7.1s formally and informally assess students’ reading comprehension and provide focused instruction in reading comprehension based on individual student’s needs;

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

7.3s guide students in developing and using metacognitive skills;

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

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

7.6s guide students to generate questions and apply research about topics introduced in reading selections, both fiction and nonfiction;
9.1k that young students go through predictable stages in acquiring writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, while recognizing that individual variations occur;

8.2k writing processes, including the use of self-assessment in writing;
8.3k writing for a variety of audiences, purposes, and settings;
8.4k the differences between first draft writing and writing for publication;
8.5k appropriate instructional strategies and sequences for developing students’ writing skills;
8.6k the development of writing in relation to listening, speaking, and reading, and know instructional strategies that connect these various aspects of language;
8.7k the similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;
8.8k the benefits of technology for teaching writing and writing for publication; and
8.9k informal and formal procedures for ongoing monitoring and assessment of writing development and writing conventions, and know how to use assessment results to help plan instruction for individuals and groups.

Application: What Teachers Can Do

Teachers of Students in Grades EC–6 The beginning teacher is able to:

8.1s create an environment in which students are motivated to express ideas in writing;
8.2s teach purposeful, meaningful writing in connection with listening, speaking, and reading;
8.3s formally and informally monitor students’ writing development and provide focused instruction to address students’ individual strengths, needs, and interests;
8.4s provide instruction in various stages of writing, including prewriting, drafting, editing, and revising;
8.5s provide instruction in the use of available technology that facilitates written communication;
8.6s provide opportunities for students to write in a variety of forms and modes and for various purposes and audiences;
8.7s provide opportunities for students to self-assess both personal writings (e.g., for clarity, comprehensiveness, and interest to audience) and development as a writer and to elicit critiques from others;
8.8s communicate with families about students’ development of written communication and ways to encourage students’ written communication;
8.9s communicate with other professionals and continually seek implications for practice from current research about students’ development of written communication; and
8.10s provide opportunities for students to conference with peers and the teacher.

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

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–6 The beginning teacher knows and understands:
9.1k that young students go through predictable stages in acquiring writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, and the importance of this relationship for later success in reading and writing;
9.2k the relationship between spelling and phonological, graphophonemic knowledge, alphabetic awareness, and the importance of this relationship for later success in reading and writing;
9.3k the stages of spelling development (pre-phonetic, phonetic, transitional, and conventional) and how and when to support students’ development from one stage to the next;
9.4k the similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;

9.5k formal and informal ways to assess young students’ development of writing conventions;

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

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

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6** The beginning teacher is able to:

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

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

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

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

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

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

9.7s communicate students’ performance in the use of writing conventions to families and discuss ways to encourage students’ use of writing conventions; and

9.8s communicate with other professionals and seek implications for practice from ongoing research about student’s development of writing conventions.

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

Teacher Knowledge: What Teachers Know

**Teachers of Students in Grades EC–6** The beginning teacher knows and understands:

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

10.2k formative and summative uses of assessment;

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

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

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

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

10.7k the importance of providing many opportunities for students to experience extended reading of narrative and expository texts; and

10.8k how to determine students’ independent, instructional, and frustration reading levels and the importance of using this information when selecting materials for reading instruction for individual students and guiding selection of independent reading materials.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6** The beginning teacher is able to:

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

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

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

10.4s communicate students’ progress in literacy development to parents and other professionals through a variety of means, including the use of examples of students’ work;

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

10.6s collaborate with other professionals and continually seek implications for practice from convergent research about assessment of students’ developing literacy.