

Southern Methodist University  
 EDU 5357: Emergent Literacy  
 Spring 2012 – Undergraduate – Tuesday/Thursday 2:00-3:20

Instructor:	Classroom Location: 225 Simmons Hall
Email:	Office Location:
Phone numbers:	Office Hours: By appointment

**Required Texts and Readings**

- O’Connor, Rollanda E. (2007). *Teaching Word Recognition*. New York: The Guilford Press.
- Tyner, Beverly. (2004). *Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers*. Newark, DE: International Reading Association.
- See Blackboard for additional readings.
- Familiarity with posted PowerPoints

**Description of Course**

This course examines evidence-based principles of literacy development and learning in young children, early childhood (EC) through second grade. Specifically, we will focus on designing, implementing, adapting, and evaluating beginning literacy instruction for children and discuss the predictable stages of basic language development in listening, speaking, writing, and reading. The course will include information regarding the acquisition of reading ability, the processes involved in learning to read and write, and techniques/strategies that can be used to facilitate the formation of literacy ability in young children. This class requires tutoring experiences in a local school.

**Student Learning Outcomes**

This course is designed to enable students to:

- Identify and describe the components and features of evidence-based literacy instruction for young children, including the essential components of phonological awareness, phonics, decoding, and word study; vocabulary; fluency; and reading comprehension;
- Learn and participate in a variety of teaching activities/strategies that support young children’s development of reading and writing knowledge and skills.
- Create and present literacy activities that children can do independently
- Incorporate state standards and evidence-based practices into instruction
- Conduct tutoring sessions and apply the features of effective instruction while working with a student;
- Administer and interpret a variety of progress-monitoring assessment data to design instruction and form student groups;
- Discuss the rationale for using response-to-intervention for intervention instruction and early identification of students with learning disabilities in reading;
- Describe the 3-Tier Reading Model of providing instruction and intervention for students;
- Evaluate instructional materials;
- Create plans for differentiated tutoring instruction, including goals and objectives, performance outcomes, instructional practices implemented, adaptations to instruction, and recommendations for future instruction in both classroom and Tier II settings.

## Focus on Big Idea Questions

For each component of reading instruction (phonological awareness, phonics, fluency, vocabulary, and comprehension), we will consider the following “big idea” questions:

1. What is it? Why is it important? What does the research say?
2. What should students know and be able to do at specific grade levels?
3. How do we assess what students know and how much they are learning?
4. How do we teach it effectively and efficiently?
5. How do we develop instructional plans that incorporate standards, assessment data, and evidence-based strategies?

These big idea questions will be incorporated in student literacy notebooks.

## Policies for EDU 5357

**The Three Ps – Professionalism, Preparation, and Participation:** One of the purposes of this class is to train students for their future (and extraordinarily important) roles as teachers. As such, the Three Ps will apply to all classroom interactions and tutoring experiences and are a requirement for the successful completion of this course.

- **Professionalism:** Regular and punctual attendance is necessary and expected for all classes and tutoring experiences. Text messaging, cell phone calls, and any non-class related laptop activities during class are not acceptable professional behaviors. Students who would like to use laptops are welcome to do so; however, these students must sit in the front of the classroom and agree to restrict computer use to emergent literacy tasks/note taking only. Additionally, please remember as you visit schools that you are an ambassador for SMU, for me, and for yourself. Never forget that you have a strong Power of Who (Beaudine, 2009) around you.
  - Expectations:
    - Attends classes - *Missing more than four classes is reason for you being dropped from the class roles.*
    - Is prompt for class
    - Is “present” in class (i.e., focused on classroom discussion and activities)
- **Preparation:** Students are prepared for class. Preparation includes not only turning in assignments when due, but also coming to class with the requested materials and prepared to actively discuss the readings and topic for the day. Additionally, students are responsible for checking SMU e-mail on a daily basis for messages from the university or from me. Students should contact a classmate to get any class notes, announcements, or course calendar updates missed due to an absence.
  - Expectations:
    - Turns in assignments and homework on Blackboard prior to the beginning of class on the due date.
    - Is always prepared for class (stays current with readings and review of PowerPoints, and completes reading guides; thinks about readings; is ready for group presentations and discussions, comes with manipulatives, knows routines, etc)
- **Participation:** Classroom participation shows an active level of cognitive engagement that is evidenced through thoughtful contributions to large and small group discussions. Student is respectful of others and is synergistic in her/his actions.
  - Expectations: Cognitive engagement and listening skills/group behavior
    - Takes appropriate notes on assigned readings, videos, and class activities/discussions
    - Contributes to the large and small group activities/discussion and seeks to offer ideas, ask questions, elicit feedback from others, and/or keep group on task (**i.e., I need to see evidence of active involvement**).

- Listens attentively and respectfully to others and builds off of their ideas and questions
- Is synergistic and never displays disruptive or disrespectful behavior during class (including inappropriate use of laptops, emails, social networking sites, text messaging, phone call, etc.)

***Please note that the “Attendance” criterion impacts all the other criteria because they are based primarily on interactions displayed during class sessions. Please be sure to sign in each class.***

WHY?? NO CHILD DESERVES A TEACHER WHO IS ANYTHING LESS!!!

**Quality of Work:** All written work must be typed and must meet the high quality standards expected of a classroom teacher. Present your assignments as if they were to be reviewed by a future administrator, member of the school board, or parents of prospective students. Having someone proofread your written work is always a good idea.

**Due Dates:** Major assignments must be turned in through Blackboard prior to the beginning of class on their specified due dates. If the assignment is late, the score will be reduced by 20% of the total grade per day. Absence from class does not constitute notification about a late assignment. If an absence is unavoidable, the student is responsible for posting the assignment to Blackboard before class on the day the student may be absent. Computer/prINTER failures are not acceptable reasons for late assignments. Alternative locations to complete work include the SMU libraries, the student center, or the Dallas Public Library. In addition, homework and class work cannot be made up. Please note that this element constitutes 20% of your semester grade.

**Plagiarism and Academic Honesty:** Students are expected to embrace and uphold the SMU Honor Code. Violations of the Honor Code will be acted upon in accordance with the policies and procedures outlined in the Mustang Student Handbook.

**Substitution of Assignments:** If any student believes that completing one or more assignment(s) will not benefit her or him, the student can negotiate substitution of another assignment of equal depth and investment of time. Both the instructor and student must agree upon the replacement of the assignment at least one week prior to the due date.

**Request for Help with Assignments:** Students should feel free to call me, text, or email me about any assignment. However, the student must make an effort to begin the assignment before asking for help. Emailing or calling the night before a major assignment is due is not the optimal time to ask for help.

**Revision of Assignments:** If I ask that an assignment be revised because it is unsatisfactory, the highest grade that can be earned is 80% of the total points for that assignment. Revisions are due by the next class period unless otherwise specified.

**Requests for Grades of Incomplete:** Instructors in this department rarely grant such requests.

**Disability Accommodations:** Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

**Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

**Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

**Final Exams:** Final course examinations shall be given in all courses where they are appropriate, must be administered as specified in the official examination schedule, and shall not be administered during the last week of classes or during the Reading Period.

<b>Spring 2012 Semester Calendar</b>
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Week	Date	Topic	Tentative Schedule of Readings
1	1/17	Introductions and review of syllabus	
	1/19	The psychology and neurobiology of literacy and literacy development: What the research says	PowerPoint (Foundations of Reading Research) Article – Moats (1999)
2	1/24	Importance of expressive oral language: Sounds and speaking; Dialogic reading	PowerPoint (Oral Language) Slides 1-33 Article – Whitehurst (1992) Textbook – O'Connor: Ch. 1
	1/26	Role of vocabulary in expressive/receptive oral language and reading development	PowerPoint (Oral Language) Slides 34-45 Article – Sedita (2005)
3	1/31	Importance of receptive oral language: Listening comprehension; read alouds	PowerPoint (Oral Language) Slides 46-52 Article – Santoro et al. (2008)
	2/2	Phonological awareness	PowerPoint (Phonological Awareness) Article – Chard & Dickson (1999)
4	2/7	Phonemic awareness	Article – Yopp & Yopp (2000) IRA Position Statement Textbook – O'Connor: Ch. 2
	2/9	Print Awareness; concepts of print; environmental print; letter recognition/naming; literacy center information	PowerPoint (Print Awareness) Article – Reading Rockets "Print Awareness"
5	2/14	<b>Exam 1;</b> Assessment practice	<b>Exam</b>
	2/16	Alphabetic principle/phonics; systematic phonics and its role in decoding; Vowels, consonants, blends, digraphs, diphthongs; Phonics sort	PowerPoint (Phonics) Slides 1-24 Article – Ehri (2001) pp. 3-6 Textbook – O'Connor: Ch. 3-4
6	2/21	Phonics/word analysis strategies – sight words; syllable types and letter patterns;	PowerPoint (Phonics) Slides 25-51 Textbook – O'Connor: Ch. 5-6
	2/23	Phonics/word study strategies - word sorts, word hunts, making words	PowerPoint (Phonics) Slides 52-59 Chapter – Bear et al. (2008)
7	2/28	Literacy work station presentations; begin Developmental writing/spelling	<b>Literacy center due</b>
	3/1	Finish developmental writing/spelling; midterm review	PowerPoint (Developmental Writing/Spelling) Article – Diffily (2001)
8	3/6	<b>Mid-term exam</b>	<b>Exam</b>
	3/8	Reward Day – No Class	
	3/13-3/15	Spring Break – No Classes	
9*	3/20	<b>Meet at St. Philips:</b> focus – phonological awareness activities	
	3/22	Fluency: An underrated skill	PowerPoint (Fluency) Textbook – O'Connor: Ch. 8
10 *	3/27	<b>Meet at St. Philips:</b> focus – phonics activities	

	3/29	Instructional decision-making: What assessment tells us; running records	Website – LearnNC: Run. Rec. <b>Skill Portfolio Assessment due</b>
11*	4/3	<b>Meet at St. Philips:</b> focus – phonics activities	
	4/5	Instructional decision-making: Grouping; tiers; intervention; readability of text	PowerPoint (Instructional Decision-making) Textbook- Tyner: Ch. 1-2
12*	4/10	<b>Meet at St. Philips:</b> focus – fluency activity	
	4/12	Comprehension strategies and higher level thinking; Modeling and the importance of before, during and after strategies	PowerPoint (Comprehension) Chapter – Moats & Hennesy (2010)
13*	4/17	<b>Meet at St. Philips:</b> focus – writing activity	<b>Submit Lesson Study Report and Evaluation by Friday 4/20</b>
	4/19	Dylexia and the brain; Evaluating Basal Reading Series: Reading instruction activity	Article – Hudson (2007)
14	4/24	<b>Project Prep Day – No Class</b>	
	4/26	Teaching the writing process; how does grammar fit in; wrapping it up	<b>Final Skills Proficiency Portfolio due</b>
<b>Final Exam</b>	5/2	@ 3:00-6:00 p.m.	

\* Required tutoring experience in elementary school

### Means and Criteria for Assessing Student Performance

Assessment of student performance on course objectives and content is determined by the following activities and assignments:

Requirement	Requirement Type	Designated Points	Percentage of Grade	Due Date
Content-related Tasks	Homework/class activities/participation	50 points	10%	Throughout the semester
Exam 1	Written test	50 points	10%	February 14
Mid-term Exam	Written test	75 points	15%	March 6
Tutoring Lesson Study Project	Lesson study – partner project	100 points	20%	Friday, April 20
Skills Proficiency Portfolio	Compilation of five individual proficiencies (25 pts. each)	125 points	25%	February 28 – Lit center March 29-Assessment April 26 – Overall
Final Exam	Test – oral and written	100 points	20%	Wed., May 2

**Content-related Tasks \* (50 points)**

All content-related tasks should be posted on Blackboard: Discussion Board, unless otherwise indicated.

Homework and class activities will be graded as follows:

- 10 = Outstanding; goes beyond what is expected; shows in-depth understanding and/or reflection
- 9 = Good; shows good understanding and/or reflection
- 8 = Acceptable; adequately completes the task using basic language; may miss discussion points
- 7 = Poor; shows minimal effort to complete the task: may miss major discussion points
- < 6 = Unacceptable; shows little to no effort, thought, and/or preparation
- 0 = Does not complete or is not prepared to do the task

*\*Please note that make-up work will not be accepted. All content tasks are due at 2:00 p.m. on the class date specified.*

**Exam 1 (50 points)**

An exam will come from the course readings and PowerPoints, all of which are available on Blackboard. The purpose of this exam is to have students become familiar with terminology and general literacy concepts.

Having this foundational knowledge will allow us to concentrate in greater depth on application and synthesis of knowledge and skills as we move into the tutoring phase of the course.

**Mid-term (75 points)** – Exam over course content from beginning of the semester to March 6, 2012.

**Tutoring Experience and Lesson Study Report and Evaluation \*\* (100 points)**

The tutoring experience is an important aspect of the course requirements. It allows you to take what you have learned about evidence-based practices and use that knowledge to tutor young children in a school/classroom or tutoring setting. St. Philips Episcopal School and Community Center has invited us onto their campus to tutor students who have been identified as having reading difficulties. I am working with the school to make the experience valuable for both you and the student(s) you will tutor.

As part of the tutoring requirement, you will be paired with another student in the class. Ideally, the two of you will be assigned to work with the same small group of 2 to 4 children. As a team, you will develop a study goal for the time you spend at St. Philips; you will also plan activities together, evaluate what worked and what did not, and revise instruction accordingly. Sometimes, you will teach in pairs (one teaching/one observing and critiquing, and then switch off); at other times, you will work independently with your child(ren). I have received permission from the principal at the school, Mrs. Barjon, to allow short segments of video to be taken of SMU students teaching, which will help in your self-evaluation as you seek to become increasingly effective helping children. The purpose of all of this is to promote self-reflection about your own performance and critique your partner's performance in the way of Japanese Lesson Study, which puts high value in this type of activity for teacher growth and development. You and your partner will submit a formal Lesson Study Report and Evaluation upon the completion of our time at the school. Further information will follow.

Tutoring has tentatively been set to start on Tuesday, March 20, and continue through Tuesday, April 17, once a week during our regularly scheduled class time. Tutoring will begin promptly at 2:15 each day with debriefing concluding by 3:10. During this time, I will be available to observe and assist you as you work with children. Please let both your tutoring partner and me know if you are unable to attend on any given day, and

please do so as far in advance as possible so that alternate arrangements can be made for your student(s).  
*\*\*However, because your participation (attendance) is critical for your learning and your students' learning, and because this is a highly structured activity that cannot be replicated at another time, any absence will result in 10 points being deducted from your grade.*

### **Skills Proficiency Portfolio (125 points)**

The purpose of the Skills Proficiency Portfolio requirement is for you to gather a collection of work that substantiates your growing understanding of critical literacy topics as well as your developing proficiency in making evidence-based instructional decisions. Over the course of the semester, we will discuss and develop each of the following skills:

1) **Literacy Assessment: Due March 29**

Literacy assessments give us valuable information about children's literacy needs. As a part of this course, you will learn how to give and interpret these types of assessments. I will upload on <http://locker.smu.edu> two recordings of a 'child' taking a literacy assessment. You will listen to the recordings and interpret the results of what you hear. Also, as a part of your tutoring experience, you will administer a one-minute test to children, the results of which you may use to give you some direction about their future literacy needs. I will work with each of you individually to make sure that children are getting an appropriate test. Tests may include those targeting aspects of phonological awareness, early writing, and/or those associated with the Dynamic Indicators of Basic Early Literacy Skills (i.e., letter naming fluency; phoneme segmentation fluency, nonsense word fluency, oral reading fluency). Each of these progress-monitoring measures will be reviewed and practiced in class prior to you listening to recordings and administering them to children. All test results and your interpretation of the results will be due on March 29. Please include the product in your final portfolio as well.

2) **Literacy Work Station: Presentations February 28**

Literacy work stations, or literacy centers, are an important aspect of any beginning reading classroom. At these centers, young students engage in literacy activities independently or with a partner while the teacher is involved with small group reading instruction. For this class, you will research and create a literacy center that could be used during a classroom reading group time. The centers will incorporate one of the literacy topics discussed in the course and require a plan for how children could be rotated through the centers on any given week. On February 28, you will set up and present your center to the class. Further information and a grading rubric will follow soon.

If you are interested in learning about literacy work stations beforehand, please see the Tyner textbook: Chapter 3, pages 41-48. Also see Blackboard: Course Documents. I have uploaded an informative PowerPoint for you to review. An excellent resource is also:

- [Literacy Work Stations: Making Centers Work](#) (Diller, 2003) – This resource will be placed on reserve in the Library.

3) **Running Record** – A running record is a diagnostic tool that allows teachers to see patterns in students' reading behaviors and thus be able to address any weaknesses through explicit and systematic instruction. Teachers should usually begin administering running records when children are able to read simple texts in first grade and then continue giving them periodically into second grade, or beyond if necessary. I would like for you to begin developing proficiency in conducting and interpreting a running record. To meet this proficiency, you will listen to a recording of a 'child' reading (on <http://locker.smu.edu>). You will then score the running record and provide an in-depth written interpretation of the results. We will go over how to conduct and analyze a running record in class at the end of March. If you are interested in learning about running records beforehand, the



University of North Carolina at Chapel Hill has provided an excellent resource at the following link:  
<http://www.learnnc.org/lp/editions/readassess/1.0>

- 4) Data-driven Grouping and Management – When teaching young children to read, it is critical that teachers differentiate instruction as soon as possible. At the beginning of the academic year, assessment and/or progress-monitoring data are often the only source of information that teachers have available. Moreover, as the year progresses and children show growth (or sometimes lack of growth), teachers need to adjust – and **justify** – reading group placement. This often entails looking at and interpreting assessment and progress-monitoring data. Therefore, an important skill for you to develop is the ability to group children and make decisions about their instructional needs based upon student data, both quantitative (test scores) and qualitative (students’ reading characteristics). To develop this proficiency, each of you will be given a different set of real assessment data for a classroom of students. (Please note that all names have been changed.) Using this assessment data and all you have learned about evidence-based literacy instruction and instructional decision-making during this semester, you will create reading groups from the data and then develop a plan to manage reading group instruction. We will go over these skills at the beginning of April. Further information and a grading rubric will follow.
  
- 5) Letter to Families – Cultivating the ability to communicate with parents/guardians about your literacy goals and instructional plans is an art. Many parents like to know that their child is in the hands of a capable and knowledgeable teacher, who understands children’s developmental literacy needs. For this proficiency, you will need to compose a one-page welcome letter to families explaining your philosophy of literacy and your literacy plans for the coming academic year. In order to complete this proficiency, you will synthesize and use the information you have learned during this course.

**Final Exam (100 points)** – Comprehensive written exam with an oral component

**Notice: Literacy Notebook**

Students should keep a notebook of information and strategies for the major concepts covered over the course of the semester, including sections for expressive and receptive oral language, phonological awareness, print awareness, phonics and word analysis, developmental spelling/writing, fluency, and comprehension. You will be able to use this notebook when taking the final exam. As such, it is helpful to have dividers and well-labeled sections for easy access to information during the final.

**Notice: Tutoring Opportunities**

Three elementary schools (St. Thomas Aquinas School, Our Redeemer School, and Holy Trinity School) are looking for pre-service teachers to work in the classroom and tutor young children in a volunteer capacity this semester (or academic year if available). This is an invaluable opportunity for you to get firsthand experience in the classroom and work closely with a classroom teacher and students. If you are interested in giving between 1 to 3 hours a week, please see me and I will put you in touch with principals and schools. Several of my students in the past have found this to be a rewarding experience. These tutoring opportunities allow you to put what we will be learning in class into action and make a difference in children’s lives.

<b>Departmental Grading Scale with Point and Grade Range Allocations</b>
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**Department of Teaching & Learning Grading Scale and Point Distribution of Grades for EDU 5357**

Please be advised of the following departmental grading scale for undergraduate teacher certification classes:

<u>Grade</u>	<u>Points</u>	<u>Grade Range</u>
A	475-500*	95-100%
A-	465-474	93-94.9%
B+	455-464	91-92.9%
B	435-454	88-90.9%
B-	425-434	85-87.9%
C+	415-424	82-84.9%
C	395-414	79-81.9%
C-	385-394	77-78.9%
D	350-384	70-76.9%
F	Below 350	Below 70%

**\* The letter grade of A constitutes exceptional work. In order to earn a grade of A, an assignment will need to demonstrate the highest level of content knowledge, quality and professionalism.** Additionally, because teachers are expected to demonstrate professional proficiency in writing, the grading standards for assignments and projects will include the use of clear, correct writing with an academic tone. **Although not directly, the Three Ps (Professionalism, Preparation, and Participation) may have an impact on student grades as well. Students should keep these tenets in mind in all aspects of the course.**

**TEXES EC-6 Generalist Beginning Teacher Standards****Domain I: English Language Arts and Reading****Competency 001 (Oral Language)**

**The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides the students with varied opportunities to develop listening and speaking skills.**

The beginning teacher:

- A. Knows basic linguistic concepts (e.g., phonemes, segmentation) and the developmental stages in the acquisition of oral language—including phonology, semantics, syntax, and pragmatics—and recognizes that individual variations occur within and across languages.
- B. Plans and implements systematic oral language instruction based on informal and formal assessment of all students, including English-language learners, oral language development and addresses students' individual needs, strengths, and interests.
- C. Recognizes when speech or language delays or differences warrant in-depth evaluations and additional help or interventions.
- D. Designs a variety of one-on-one and group activities (e.g., meaningful and purposeful conversations, dramatic play, language play, telling stories, singing songs, creating rhymes, playing games, having discussions, questioning, sharing information) to build on students' current oral language skills.
- E. Selects and uses instructional materials and strategies that promote students' oral language development; that respond to students' individual needs, strengths, and interests; that reflect cultural diversity; and that build on students' cultural, linguistic, and home backgrounds to enhance their oral language development.
- F. Understands relationships between oral language and literacy development and provides instruction that interrelates oral and written language to promote students' reading and writing proficiencies.
- G. Selects and uses instructional strategies, materials, activities, and models to strengthen students' oral vocabulary and narrative skills in spoken language and teaches students to connect spoken and printed language.
- H. Selects and uses instructional strategies, materials, activities, and models to teach students skills for speaking to various audiences for various purposes and for adapting spoken language for various audiences, purposes, and occasions.
- I. Selects and uses instructional strategies, materials, activities, and models to teach students listening skills for various purposes (e.g., critical listening to evaluate a speaker's message, listening to enjoy and appreciate spoken language) and provides students with opportunities to engage in active, purposeful listening in a variety of contexts.
- J. Selects and uses instructional strategies, materials, activities, and models to teach students to evaluate the content and effectiveness of their own spoken messages and the messages of others.
- K. Selects and uses appropriate technologies to develop students' oral communication skills.

**Competency 002 (Phonological And Phonemic Awareness)**

**The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.**

The beginning teacher:

- A. Understands the significance of phonological and phonemic awareness for reading, is familiar with typical patterns in the development of phonological and phonemic awareness, and recognizes that individual variations occur.
- B. Understands differences in students' development of phonological and phonemic awareness and adjusts instruction to meet the needs of individual students, including English-language learners.
- C. Plans, implements, and adjusts instruction based on the continuous use of formal and informal assessments of individual students' phonological development.

- D. Uses a variety of instructional approaches and materials (e.g., language games, informal interactions, direct instruction) to promote students' phonological and phonemic awareness.
- E. Understands how to foster collaboration with families and with other professionals to promote all students' phonological and phonemic awareness both at school and at home.

**Competency 003 (Alphabetic Principle)**

**The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.**

The beginning teacher:

- A. Understands the elements of the alphabetic principle (e.g., letter names, graphophonemic knowledge, the relationship of the letters in printed words to spoken language) and typical patterns of students' alphabetic skills development, and recognizes that individual variations occur.
- B. Understands that not all written languages are alphabetic; that many alphabetic languages are more phonetically regular than English; and knows the significance of that for students' literacy development in English.
- C. Selects and uses a variety of instructional materials and strategies, including multisensory techniques, to promote students' understanding of the elements of the alphabetic principle and the relationship between sounds and letters.
- D. Uses formal and informal assessments to analyze individual students' alphabetic skills, monitor learning, and plan instruction.
- E. Understands how to foster collaboration with families and with other professionals to promote all students' development of alphabetic knowledge.

**Competency 004 (Literacy Development)**

**The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of students' literacy.**

The beginning teacher:

- A. Understands and promotes students' development of literary response and analysis, including teaching students the elements of literary analysis (e.g., story elements, features of different literary genres) and providing students with opportunities to apply comprehension skills to literature.
- B. Understands that the developing reader has a growing awareness of print in the environment, the sounds in spoken words, and the uses of print.
- C. Selects and uses instructional strategies, materials, and activities to assist students in distinguishing letter forms from number forms and text from pictures.
- D. Understands that literacy development occurs in multiple contexts through reading, writing, and the use of oral language.
- E. Selects and uses instructional strategies, materials, and activities that focus on functions of print and concepts about print, including concepts involving book handling, parts of a book, orientation, directionality, and the relationships between written and spoken words.
- F. Demonstrates familiarity with literature and provides multiple opportunities for students to listen to, respond to, and independently read literature in various genres and to interact with others about literature.
- G. Selects and uses appropriate instructional strategies to inform students about authors and authors' purposes for writing.
- H. Selects and uses appropriate technology to teach students strategies for selecting their own books for independent reading.
- I. Understands how to foster collaboration with families and with other professionals to promote all students' literacy.

**Competency 005 (Word Analysis and Identification Skills)**

**The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.**

The beginning teacher:

- A. Understands that many students develop word analysis and decoding skills in a predictable sequence but that individual variations may occur.
- B. Understands the importance of word recognition skills (e.g., decoding, blending, structural analysis, sight word vocabulary, contextual analysis) for reading comprehension and knows a variety of strategies for helping students develop and apply word analysis skills.
- C. Teaches 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, syllables).
- D. Selects and uses instructional strategies, materials, activities, and models to teach students to recognize high-frequency words, to promote students' ability to decode increasingly complex words, and to enhance word identification skills of students reading at varying levels.
- E. Knows strategies for decoding increasingly complex words, including the alphabetic principle, vowel-sound combinations, structural cues (e.g., prefixes, suffixes, roots), and syllables and for using syntax and semantics to support word identification and confirm word meaning.
- F. Understands the value of using dictionaries, glossaries, and other sources to determine the meanings, pronunciations, and derivations of unfamiliar words and teaches students to use those sources.
- G. Understands how to foster collaboration with families and with other professionals to promote all students' word analysis and decoding skills.

#### **Competency 006 (Reading Fluency)**

**The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.**

The beginning teacher:

- A. Understands that fluency involves rate, accuracy, and intonation and knows the norms for reading fluency that have been established by the Texas Essential Knowledge and Skills (TEKS) for various age and grade levels.
- B. Understands the connection of word identification skills and reading fluency to reading comprehension.
- C. Understands differences in students' development of word identification skills and reading fluency and knows instructional practices for meeting students' individual needs in these areas.
- D. Selects and uses instructional strategies, materials, and activities to develop and improve fluency (e.g., reading independent-level materials, reading orally from familiar texts, repeated reading, partner reading, silent reading for increasingly longer periods, self-correction).
- E. Provides students with opportunities to engage in silent reading and extended reading of a wide range of materials, including expository texts and various literary genres.
- F. Uses strategies to encourage reading for pleasure and lifelong learning.
- G. Knows how to teach students strategies for selecting their own books for independent reading.
- H. Understands how to foster collaboration with families and with other professionals to promote all students' reading fluency.

#### **Competency 007 (Reading Comprehension And Applications)**

**The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.**

The beginning teacher:

- A. Understands reading comprehension as an active process of constructing meaning.
- B. Knows how to provide instruction to help students increase their reading vocabulary.
- C. Understands factors affecting students’ reading comprehension (e.g., oral language development, word analysis skills, prior knowledge, language background, previous reading experiences, fluency, vocabulary development, ability to monitor understanding, characteristics of specific texts).
- D. Understands levels of reading comprehension and knows how to model and teach skills for literal comprehension (e.g., identifying stated main idea, recalling details), inferential comprehension (e.g., inferring cause-and-effect relationships, making predictions), and evaluative comprehension (e.g., analyzing character development and use of language, detecting faulty reasoning).
- E. Provides instruction in comprehension skills that support students’ transition from “learning to read” to “reading to learn” (e.g., recognizing different types of texts, understanding how a text is organized, using textual features such as headings and glossaries, appreciating the different purposes for reading).
- F. Uses various instructional strategies to enhance students’ reading comprehension (e.g., by linking text content to students’ lives and prior knowledge, connecting related ideas across different texts, engaging students in guided and independent reading, guiding students to generate questions and apply knowledge of text topics).
- G. Knows and teaches strategies that facilitate comprehension of different types of text before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, discussing texts).
- H. Understands metacognitive skills, including self-evaluation and self-monitoring skills, and teaches students to use those skills to enhance their own reading comprehension.
- I. Knows how to provide students with direct, explicit instruction in the use of strategies to improve their reading comprehension (e.g., previewing, self-monitoring, visualizing, retelling).
- J. Selects and uses instructional strategies, materials, and activities to guide students’ understanding of their own culture and the cultures of others through reading.
- K. Teaches elements of literary analysis, such as story elements and features of various literary genres.
- L. Understands the continuum of reading comprehension skills in the statewide curriculum and grade-level expectations for those skills.
- M. Knows the difference between guided and independent practice in reading and provides students with frequent opportunities for both.
- N. Understands how to foster collaboration with families and with other professionals to promote all students’ reading comprehension.

**Competency 008 (Reading, Inquiry, and Research)**

**The teacher understands the importance of research and inquiry skills to students’ academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.**

The beginning teacher:

- A. Teaches students how to locate, retrieve, and retain information from a range of content area, narrative, and expository texts.
- B. Selects and uses instructional strategies to help students comprehend abstract content and ideas in written materials (e.g., by using manipulatives, examples, and diagrams).
- C. Selects and uses instructional strategies to teach students to interpret information presented in various formats (e.g., maps, tables, graphs) and how to locate, retrieve, and retain information from technologies, print resources, and experts.
- D. Selects and uses instructional strategies to help students understand study and inquiry skills across the curriculum (e.g., by using text organizers; taking notes; outlining; drawing conclusions; applying test-taking strategies; previewing; setting purposes for reading; locating, organizing, evaluating, and communicating information; summarizing information; using multiple sources of information; interpreting and using graphic sources of information) and knows the significance of organizing information from multiple sources for student learning and achievement.

- E. Knows grade-level expectations for study and inquiry skills in the Texas Essential Knowledge and Skills (TEKS).
- F. Understands how to foster collaboration with families and with other professionals to promote all students' ability to develop effective research and comprehension skills in the content areas.

**Competency 009 (Writing Conventions)**

**The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.**

The beginning teacher:

- A. Understands that many students go through predictable stages in acquiring writing conventions—including the physical and cognitive processes involved in scribbling, recognition of environmental print, mock letters, letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression—but that individual students vary in their rates of development of these conventions.
- B. Understands the relationship between spelling and phonological and alphabetic awareness and understands the contribution of conventional spelling toward success in reading and writing.
- C. Understands the stages of spelling development (precommunicative “writing” [understands the function of writing but cannot make the forms], prephonemic, phonemic, transitional, and conventional) and knows how and when to support students' development from one stage to the next.
- D. Provides spelling instruction and gives students opportunities to use and develop spelling skills in the context of meaningful written expression.
- E. Selects and uses instructional strategies, materials, and hands-on activities for the development of the fine motor skills necessary for writing skills according to grade-level expectations in the Texas Essential Knowledge and Skills (TEKS).
- F. Selects and uses instructional strategies, materials, and activities to help students use English writing conventions (e.g., grammar, capitalization, punctuation) in connected discourse.
- G. Recognizes the similarities and differences between spoken and written English (e.g., in syntax, vocabulary choice) and uses instructional strategies to help students apply English writing conventions and enhance their own writing.
- H. Knows writing conventions and appropriate grammar and usage and provides students with direct instruction and guided practice in these areas.
- I. Selects and uses instructional strategies, materials, and activities to teach pencil grip.

**Competency 010 (Written Communication)**

**The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.**

The beginning teacher:

- A. Teaches purposeful, meaningful writing in connection with listening, reading, and speaking.
- B. Knows how to promote students' development of an extensive reading and writing vocabulary by providing students with many opportunities to read and write.
- C. Monitors students' writing development and provides motivational instruction that addresses individual students' needs, strengths, and interests.
- D. Understands differences between first-draft writing and writing for publication and provides instruction in various stages of writing, including prewriting, drafting, editing, and revising.
- E. Understands the benefits of technology for teaching writing and for teaching writing for publication and provides instruction in the use of technology to facilitate written communication.
- F. Understands writing for a variety of audiences, purposes, and settings and provides students with opportunities to write for various audiences, purposes, and settings and in various voices and styles.
- G. Knows grade-level expectations in the Texas Essential Knowledge and Skills (TEKS).
- H. Understands how to foster collaboration with families and with other professionals to promote students' development of writing skills.

**Competency 011 (Viewing and Representing)**

**The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various media and provides students with opportunities to develop skills in this area.**

The beginning teacher:

- A. Knows grade-level expectations for viewing and representing visual images and messages as described in the Texas Essential Knowledge and Skills (TEKS).
- B. Understands the characteristics and functions of different types of media (e.g., film, print) and knows how different types of media influence and inform.
- C. Compares and contrasts print, visual, and electronic media.
- D. Evaluates how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, news photographers) represent messages and meanings, and provides students with opportunities to interpret and evaluate visual images in various media.
- E. Knows how to teach students to analyze visual image makers' choices (e.g., style, elements, media) and evaluate how those choices help represent or extend meaning.
- F. Provides students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations and to use media to compare ideas and points of view.
- G. Knows steps and procedures for producing visual images and messages with various meanings to communicate with others.
- H. Teaches students how to select, organize, and produce visuals to complement and extend meanings.
- I. Provides students with opportunities to use technology for producing various types of communications (e.g., class newspapers, multimedia reports, video reports) and helps students analyze how language, medium, and presentation contribute to the message.

**Competency 012 (Assessment of Developing Literacy)**

**The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.**

The beginning teacher:

- A. Knows how to select, administer, and use results from informal and formal assessments of literacy acquisition (e.g., alphabetic skills, literacy development, word analysis and word identification skills, fluency, comprehension, writing conventions, written communications, visual images, study skills) to address individual students' needs.
- B. Knows the characteristics of informal and formal reading comprehension assessments (e.g., criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories, norm-referenced tests).
- C. Analyzes students' reading and writing performance and uses it as a basis for instruction.
- D. Knows the state content and performance standards for reading, writing, listening, and speaking that constitute the Texas Essential Knowledge and Skills (TEKS) and recognizes when a student needs additional help or intervention to bring performance up to grade level.
- E. Knows how to determine students' independent, instructional, and frustration reading levels and uses the information to select appropriate materials for individual students and to guide students' selection of independent reading materials.
- F. Uses ongoing assessments to determine when a student may be in need of classroom intervention or specialized reading instruction and to develop appropriate instructional plans.
- G. Understands how to foster collaboration with families and communicate students' progress in literacy development to parents/caregivers and to other professionals through a variety of means, including the use of examples of students' work.
- H. Understands the use of self-assessment in writing and provides opportunities for students to self-assess their writings (e.g., for clarity, interest to audience, comprehensiveness) and their development as writers.



- I. Knows how to select, administer, and use results from informal and formal assessments of literacy acquisition.
- J. Analyzes students' errors in reading and responds to individual students' needs by providing focused instruction to promote literacy acquisition.
- K. Knows informal and formal procedures for assessing students' use of writing conventions and uses multiple, ongoing assessments to monitor and evaluate students' development in that area.
- L. Uses ongoing assessments of writing conventions to determine when students need additional help or intervention to bring students' performance to grade level based on state content and performance standards for writing in the Texas Essential Knowledge and Skills (TEKS).
- M. Analyzes students' errors in applying writing conventions and uses the results of the analysis as a basis for future instruction.
- N. Selects and uses a variety of formal and informal procedures for monitoring students' reading comprehension and adjusts instruction to meet the needs of individual students, including English-language learners.

## **TExES EC-6 Pedagogy and Professional Responsibilities Domains and Competencies**

### **Domain I – Designing Instruction and Assessment to Promote Student Learning**

Competency 1: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and are responsive to their developmental characteristics and needs.

Competency 2: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning

### **Domain II – Creating a Positive, Productive Classroom Environment**

Competency 5: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 6: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

### **Domain III – Implementing Effective, Responsive Instruction and Assessment**

Competency 8: The teacher provides appropriate instruction that actively engages students in the learning process

Competency 9: The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students

### **Domain IV – Fulfilling Professional Roles and Responsibilities**

Competency 11: The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

Competency 012: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities

## English Language Proficiency Standards

### **Student will incorporate the English Language Proficiency Standards into Lesson Demonstrations and Activities:**

- (1) Cross-curricular second language acquisition/**learning strategies** - all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.
- (2) Cross-curricular second language acquisition/**listening** - all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.
- (3) Cross-curricular second language acquisition/**speaking** - all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.
- (4) Cross-curricular second language acquisition/**reading** - all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.

## SMU Department of Teaching and Learning Conceptual Framework Domains

- A. Scholars and Leaders in Professionalism.** Our students display intellectual curiosity, engage in critical thinking, and model collaboration in their professional interactions. (The Three Ps; Literacy Tutoring Experience and Lesson Study Report and Evaluation)
- B. Educators Committed to High-Quality Teaching.** Our students stay well versed in the most current and available research from quantitative, qualitative, mixed methods, and multidisciplinary studies. (Literacy Tutoring Experience and Lesson Study Report and Evaluation; Skill Proficiency Portfolio; Literacy Center Project)
- C. Leaders in Translating Evidence-Based Research into the Classroom.** Undergraduate students implement teaching strategies that have been proven to be effective, becoming leaders in the schools where they teach. (Midterm; quizzes; Literacy Tutoring Experience and Lesson Study Report and Evaluation; Skill Proficiency Portfolio Project; Final)
- D. Experts in Differentiated Instruction.** Our students are sensitive and responsive to diverse learners. (Literacy Tutoring Experience and Lesson Study Report and Evaluation; Skill Proficiency Portfolio Project)

**NOTE: The instructor reserves the right to make necessary changes to the course syllabus.**