Southern Methodist University

EDU 5358: Conventional Literacy

Spring 2013 – Undergraduate – Tuesday/Thursday 11:00-12:20

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| Instructor: | Classroom Location: 213 Simmons Hall |
| Email: | Office Location: Teaching & Learning Suite,  335 Simmons Hall |
| Phone numbers: | Office Hours: By appointment |

**Required Texts and Readings**

* Cooper, J. David, Kiger, Nancy D., Robinson, Michael D., & Slansky, Jill Ann (2012). *Literacy: Helping Students Construct Meaning.* Belmont, CA: Wadsworth Cengage Learning.
* Bear, Donald R., Invernizzi, Marcia R, Templeton, Shane, & Johnston, Francine R. (2011). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* (5th Edition)*.* Boston: Pearson.
* Readings posted on Blackboard
* Familiarity with and knowledge incorporated in posted PowerPoints

**Description of Course**

This course examines evidence-based principles of literacy development and learning in upper elementary school children, grades three through six. Specifically, we will discuss the developmental stages of language, reading, and writing for children in these grade levels and focus on designing, implementing, adapting, and evaluating literacy instruction to meet the needs of all learners, including struggling and gifted readers/writers. The course will include information regarding the implementation of the Response-to-Intervention framework which evidence has shown enhances classroom literacy instruction and helps advance student learning. Students will be challenged to consider ways in which they might be able to incorporate technology into literacy acquisition in all core content areas. 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 upper elementary school children, including the essential components of language and word analysis, vocabulary; fluency; and reading comprehension.
* Understand how the essential preskills of phonological awareness, print awareness, phonemic decoding, and sight word recognition affect the acquisition of proficient reading skills in the intermediate grades.
* Understand the purpose and effective delivery of instruction in word analysis and how instruction leads to enhanced vocabulary acquisition.
* Learn and participate in a variety of teaching activities/strategies that support children’s development of reading and writing skills.
* Use technology to create and present content literacy activities that fosters children’s academic language and content knowledge development.
* Incorporate state standards and evidence-based practices into instruction
* Conduct tutoring sessions and apply the features of effective instruction while working with a student;
* Discuss the rationale for using response-to-intervention for classroom instruction and intervention and for the 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.
* Demonstrate analytical and practical skills necessary for engaged, informed citizenship through addressing specific needs in a community.
* Apply academic learning to a community engagement activity.

**Policies for EDU 5358**

**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](https://webmail.smu.edu/owa/redir.aspx?C=13e90ddc9bbb4e6bb8ea31fad7a0f588&URL=http%3a%2f%2fwww.smu.edu%2falec%2fdass) 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, and some form of final assessment is essential.  Final exams or final assessments 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.

**Spring 2013 Semester Calendar**

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| --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Tentative Schedule**  **of Readings** |
| 1 | 1/22 | Introductions and review of syllabus  Let’s start at the end; types of literacy |  |
|  | 1/24 | The Preskills: Review of phonological awareness, phonics, print awareness in foundational literacy – work with syllables and word identification, Explicit instruction | Textbook – Cooper et al., Chapters 2 and 5 |
| 2 | 1/29 | Language/Word Study: Alphabet, pattern, meaning - spelling and spelling inventories | Textbook – Bear et al., Chapters 1 and 2 |
|  | 1/31 | Language/Word Study: Structural analysis with intermediate and advanced learners –morphemes, base words, affixes, root words, derivations | Textbook – Bear et al., Chapters 7-8 |
| 3 | 2/5 | Language/Word Study: Vocabulary development in the intermediate grades – context clues, semantic mapping, etc.; Fluency | Textbook – Cooper et al., Ch. 6 |
|  | 2/7 | Reading Workshop: Evaluating reading/listening comprehension and book clubs | **CBMs – Online assignment** |
| 4 | 2/12 | **Exam 1**  Reading Workshop: Prior knowledge | **Exam**  Textbook – Cooper et al., Ch. 3 |
|  | 2/14 | Reading Workshop: Strategies for constructing meaning (Begin Book club time) | Textbook – Cooper et al., Ch.4 |
| 5 | 2/19 | Reading Workshop: Responding and the construction of meaning (Conclude book club) | Textbook – Cooper et al., Ch. 7 |
|  | 2/21 | No Class – Online Assignment: PALS | **PALS online assignment due** |
| 6\* | 2/26 | **Tutoring** |  |
|  | 2/28 | **Mid-term exam** | **Exam** |
| 7\* | 3/5 | **Tutoring** |  |
|  | 3/7 | No Class |  |
|  | 3/11-3/15 | Spring Break – No class |  |
| 8\* | 3/19 | **Tutoring** |  |
|  | 3/21 | Reading Workshop: Core Content Literacy and informational texts/teaching | **CSR online assignment due**  See readings on Blackboard. |
| 9\* | 3/26 | **Tutoring** |  |
|  | 3/28 | Writing Workshop: Grammar | See readings on Blackboard. |
| 10\* | 4/2 | Writing Workshop: Writing and the construction of meaning; the writing process | Textbook – Cooper et al., Ch. 8 |
|  | 4/4 | **Tutoring** | **Case study due** |
| 11\* | 4/9 | **Tutoring** |  |
|  | 4/11 | Struggling Readers and RTI: What does tiered instruction look like? | **RTI online assignments due**  Textbook –Cooper et al., Ch. 9 |
| 12\* | 4/16 | **Tutoring** |  |
|  | 4/18 | Special Populations – ELL, GT, Learning disabilities and the RTI structure | See Readings on Blackboard |
| 13 | 4/23 | Managing the Literacy System and Assessment;  First content literacy presentation | **\*Final Blog due**  Textbook –Cooper et al., Ch. 10 |
|  | 4/25 | Content Literacy Presentations |  |
| 14 | 4/30 | Content Literacy Presentations |  |
|  | 5/2 | Wrapping it up! |  |
| **Final Exam** | Saturday  5/11 | @ 8:00-11:00 a.m. |  |

\* Required tutoring experience in elementary school and weekly blog

**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** | **Percentage of Grade** | **Due Date** |
| Content-related Tasks | Class activities/book club/ online assignments/case study | 20% | Throughout the semester |
| Exam 1 | Written test | 10% | February 12 |
| Mid-term Exam | Written test | 15% | February 28 |
| Tutoring Lesson Study Blog | Weekly blog/response to blog about tutoring experiences | 20% | Weekly blog beginning February 26-April 23 |
| Content Literacy Lesson  Presentation | Technology-based presentation with written component | 15% | April 25 or 30 |
| Final Exam | Written test | 20% | **Saturday, May 11** |

**Content-related Tasks \* (20%)**

There will be a series of online literacy tasks, which I will ask you to complete by posted dates during the semester. The purpose of these tasks is to broaden your familiarity with different evidence-based strategies outside of class so that we can apply them in class and in your tutoring experience. You should post all of these content-related tasks on Blackboard under Assignments, unless otherwise indicated. The online assignments, the book club, and other 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 11:00 a.m. on the class date specified.*

**Exam 1 (10%)**

An exam will come from the course readings, handouts, and any PowerPoints, which will be made 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 (15%)**

This exam will cover the course content from the beginning of the semester to February 28, 2013.

**Tutoring Experience and Lesson Study Blog \*\* (20%)**

It is all about Changing Minds! The tutoring requirement of this course allows you to take what you have learned about evidence-based practices and use that knowledge to tutor children in a school/classroom or tutoring setting. Therefore, we will visit an elementary school to tutor students in the upper elementary grades who have been identified as having reading difficulties. I am working with a school to make the experience valuable for both you and the student(s) you will tutor.

As part of the tutoring requirement, you will work in pairs. You and your “teaching partner” will look at assessment data, plan activities, evaluate what worked and what did not, and revise instruction accordingly. You will document your tutoring journey each week on our class blog – the Changing Minds Blog. Not only will you blog about your experiences, you will also need to comment on each of your classmates’ blogs at least one time over the seven-week period. The purpose of this blog is to promote self-reflection about your own performance and respond to the experiences of your classmates in the way of Japanese Lesson Study, which puts high value in this type of activity for teacher growth and development. I will also take short segments of video of you teaching, which will help in your self-evaluation as you seek to become increasingly effective helping children. Further information will follow.

Tutoring has tentatively been set to start on Tuesday, February 26, and continue to April 16, once a week during our regularly scheduled class time. Tutoring will begin promptly at 11:15 each day and conclude by 12:00. 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.

*\*\*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 points being deducted from your grade.*

**Content Literacy Lesson Presentation (15%)**

The Content Literacy Lesson Presentation requirement is designed to have you explore ways in which to incorporate technology into your literacy lessons in the core content areas. Since literacy touches every aspect of learning (and since every teacher should support children’s literacy development no matter what the subject matter), you will choose a core content area on which to focus your lesson. You will then use one or more standards from the Texas Essential Knowledge and Skills and create your lesson. This project will also necessitate that you meet with me twice during the semester (in February and in beginning April) to discuss your presentation and allow me to guide you in this process. At the end of the semester, you will present your 15-minute literacy lesson to the class and provide a written and detailed plan/report as support for your project. Further information will follow soon.

**Final Exam (20%)** – Comprehensive written exam

**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 language and word study, the reading workshop, the writing workshop, and response-to-intervention. 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**

I have contact with a couple of elementary schools who 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.

**Departmental Grading Scale with Point and Grade Range Allocations**

**Department of Teaching & Learning Grading Scale and Point Distribution of Grades for EDU 5358**

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

Grade Grade Range

A 94-100%

A- 90-93%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 79%

C 77-78%

C- 75-76%

D+ 74%

D 72-73%

D- 70-71%

F 69% or less

\* **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. **The Three Ps (Professionalism, Preparation, and Participation) may have an impact on student grades as well, particularly as they relate to the tutoring component of the course. Students should keep these tenets in mind throughout the course.**

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

**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:

1. 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.
2. 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.
3. Recognizes when speech or language delays or differences warrant in-depth evaluations and additional help or interventions.
4. 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.
5. 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.
6. Understands relationships between oral language and literacy development and provides instruction that interrelates oral and written language to promote students’ reading and writing proficiencies.
7. 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.
8. 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.
9. 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.
10. 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.
11. 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:

1. 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.
2. Understands differences in students’ development of phonological and phonemic awareness and adjusts instruction to meet the needs of individual students, including English-language learners.
3. Plans, implements, and adjusts instruction based on the continuous use of formal and informal assessments of individual students’ phonological development.
4. Uses a variety of instructional approaches and materials (e.g., language games, informal interactions, direct instruction) to promote students’ phonological and phonemic awareness.
5. 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:

1. 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.
2. 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.
3. 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.
4. Uses formal and informal assessments to analyze individual students’ alphabetic skills, monitor learning, and plan instruction.
5. 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:

1. 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.
2. Understands that the developing reader has a growing awareness of print in the environment, the sounds in spoken words, and the uses of print.
3. Selects and uses instructional strategies, materials, and activities to assist students in distinguishing letter forms from number forms and text from pictures.
4. Understands that literacy development occurs in multiple contexts through reading, writing, and the use of oral language.
5. 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.
6. 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.
7. Selects and uses appropriate instructional strategies to inform students about authors and authors’ purposes for writing.
8. Selects and uses appropriate technology to teach students strategies for selecting their own books for independent reading.
9. 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:

1. Understands that many students develop word analysis and decoding skills in a predictable sequence but that individual variations may occur.
2. 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.
3. 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).
4. 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.
5. 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.
6. 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.
7. 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:

1. 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.
2. Understands the connection of word identification skills and reading fluency to reading comprehension.
3. Understands differences in students’ development of word identification skills and reading fluency and knows instructional practices for meeting students’ individual needs in these areas.
4. 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).
5. 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.
6. Uses strategies to encourage reading for pleasure and lifelong learning.
7. Knows how to teach students strategies for selecting their own books for independent reading.
8. 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:

1. Understands reading comprehension as an active process of constructing meaning.
2. Knows how to provide instruction to help students increase their reading vocabulary.
3. 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).
4. 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).
5. 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).
6. 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).
7. 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).
8. Understands metacognitive skills, including self-evaluation and self-monitoring skills, and teaches students to use those skills to enhance their own reading comprehension.
9. 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).
10. Selects and uses instructional strategies, materials, and activities to guide students’ understanding of their own culture and the cultures of others through reading.
11. Teaches elements of literary analysis, such as story elements and features of various literary genres.
12. Understands the continuum of reading comprehension skills in the statewide curriculum and grade-level expectations for those skills.
13. Knows the difference between guided and independent practice in reading and provides students with frequent opportunities for both.
14. 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:

1. Teaches students how to locate, retrieve, and retain information from a range of content area, narrative, and expository texts.
2. Selects and uses instructional strategies to help students comprehend abstract content and ideas in written materials (e.g., by using manipulatives, examples, and diagrams).
3. 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.
4. 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.
5. Knows grade-level expectations for study and inquiry skills in the Texas Essential Knowledge and Skills (TEKS).
6. 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:

1. 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.
2. Understands the relationship between spelling and phonological and alphabetic awareness and understands the contribution of conventional spelling toward success in reading and writing.
3. 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.
4. Provides spelling instruction and gives students opportunities to use and develop spelling skills in the context of meaningful written expression.
5. 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).
6. Selects and uses instructional strategies, materials, and activities to help students use English writing conventions (e.g., grammar, capitalization, punctuation) in connected discourse.
7. 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.
8. Knows writing conventions and appropriate grammar and usage and provides students with direct instruction and guided practice in these areas.
9. 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:

1. Teaches purposeful, meaningful writing in connection with listening, reading, and speaking.
2. Knows how to promote students’ development of an extensive reading and writing vocabulary by providing students with many opportunities to read and write.
3. Monitors students’ writing development and provides motivational instruction that addresses individual students’ needs, strengths, and interests.
4. Understands differences between first-draft writing and writing for publication and provides instruction in various stages of writing, including prewriting, drafting, editing, and revising.
5. 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.
6. 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.
7. Knows grade-level expectations in the Texas Essential Knowledge and Skills (TEKS).
8. 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:

1. Knows grade-level expectations for viewing and representing visual images and messages as described in the Texas Essential Knowledge and Skills (TEKS).
2. Understands the characteristics and functions of different types of media (e.g., film, print) and knows how different types of media influence and inform.
3. Compares and contrasts print, visual, and electronic media.
4. 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.
5. 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.
6. 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.
7. Knows steps and procedures for producing visual images and messages with various meanings to communicate with others.
8. Teaches students how to select, organize, and produce visuals to complement and extend meanings.
9. 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:

1. 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.
2. 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).
3. Analyzes students’ reading and writing performance and uses it as a basis for instruction.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. Knows how to select, administer, and use results from informal and formal assessments of literacy acquisition.
10. Analyzes students’ errors in reading and responds to individual students’ needs by providing focused instruction to promote literacy acquisition.
11. 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.
12. 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).
13. Analyzes students’ errors in applying writing conventions and uses the results of the analysis as a basis for future instruction.
14. 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)

**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 Blog; Technology-based Content Literacy Presentations, online content-related assignments, book club activity)

**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; exams; Literacy Tutoring Experience and Lesson Blog; Technology-based Content Literacy Presentation; PALS and CRS online content-related task: knowledge of Response-to-Intervention Framework implementation, Final)

**D. Experts in Differentiated Instruction.** Our students are sensitive and responsive to diverse learners. (Literacy Tutoring Experience and Lesson Study Blog; Technology-based Content Literacy Presentation; knowledge of Response-to-Intervention Framework implementation)

**SMU**

**University Curriculum and Associated Student Learning Outcomes: Community Engagement**

**Students will take courses with an experiential educational component in the community of Dallas/Fort**

**Worth or elsewhere, or participate in an experience-based learning activity in the community. Such**

**activities must include a reflective component. Student Learning Outcomes include:**

1. Students will be able to demonstrate analytical and practical skills necessary for engaged, informed citizenship through addressing specific needs in a community.

2. Students will be able to apply academic learning to a community engagement activity.