

EDBE 3050: Teaching English as an Additional Language

COURSE NUMBER/SECTION:

EDBE 3050.003 WINTER 2022/2023

INSTRUCTOR: Brittany Frieson Davis, PhD (she/her/hers)
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STUDENT HOURS: M & W 11-1pm and by appointment only.
Please make a virtual appointment by email and use this Zoom [link](#)
for appointments outside of office hours.
CLASS MEETINGS: This is an internet course. There are no synchronous meetings.

COURSE DESCRIPTION

This course focuses on the methods and techniques of teaching English as an additional language and assessing emergent bilinguals in elementary and secondary schools. Using asset-based and culturally sustaining approaches, the course will examine the use of bilingual's linguistic strengths in the classroom to design and implement meaningful and authentic lessons, assessments, and classroom activities that advance the students' knowledge of the English language and the content areas. The course will also explore educational structures, culturally sustaining pedagogical methodologies, and equitable practices that promote language and literacy development centered in the students' family and community traditions. The course also emphasizes language and literacy, but much regard will be focused on the critical ways of knowing related to language and learning experiences in order to center the lives of linguistically diverse youth who have been historically marginalized.

FOCUS ON EQUITY & EQUITABLE PRACTICES

Acknowledging the pluralism of linguistically diverse populations, this course focuses on the literacy needs and the variety of language learning strategies of our diverse school populations. Students in the class are expected to be sensitive to and responsible for the needs of all students in their instructional planning, material selections, and proposed activities. In addition, students are expected to **broaden** their knowledge base of multicultural issues, including: language differences; economic disparities; and cultural variations, and to evidence growing **critical** insight into these perspectives in their assignments as they prepare to work in public school classrooms. This insight is particularly important if teachers intend to provide excellent instruction for Communities of Color.

READING MATERIALS

Peregoy, S. F., Boyle, O.F. (2017). *Reading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 English Learners*. Pearson.

Other course materials such as journal articles, book chapters, podcasts, and curriculum materials are available on our course Canvas site. Except in the case of webpages, the required articles, the transcripts of the required and additional videos, and rubrics can be made available in the 'ACCESSIBLE FORMATS' at students' requests.

COURSE OBJECTIVES AND GOALS

At the end of this course, students should be able to:

1. Examine the academic and social needs of emergent bilinguals.
2. Identify the principles of first and second language acquisition theories and their implications on instructional practices.
3. Select subject area (TEKS) and English language (ELPS) standards for instruction and assessment.
4. Design lesson plans and assessments that emphasize the unique characteristics and needs of emergent bilinguals from critical perspectives.
5. Assess culturally and linguistically sustaining practices in a variety of instructional models where English is the main language of instruction (e.g., sheltered instruction).
6. Recognize home and community literacy practices and center these practices in classroom instruction.
7. Review various literacy forms and formulate plans to reduce or eliminate technology and/or opportunity gaps.
8. Plan instruction that considers the students' funds of knowledge.
9. Research elements of critical pedagogy and its implications for an equitable and just education for all students.
10. Review children's and young adult's anti-racist literature for reading instruction.
11. Describe practices that foster family involvement.
12. Examine the intersection of ESL and special education with a critical lens.

COURSE EVALUATION

Assignments	Points
Participation/ Classwork	100
Quizzes	200
Assignment #1: Integrating family and community literacy practices	100
Assignment #2: Critical analysis of anti-racist literature	100
Assignment #3: Writing content and language objectives	100
Assignment #4: Designing and implementing ESL strategies	100

Assignment #5: Lesson Plans	100
Final Exam	200
Total Points	1000

COURSE GRADING SCALE

A	1000-900
B	899-800
C	799-700
D	699-600
F	Below 600

MAJOR ASSIGNMENTS

Brief descriptions of major assignments are described below with corresponding due dates. **Please refer back to this throughout the wintermester.** A more detailed assignment sheet and evaluation rubric will be provided a few weeks before each assignment is due. Please note that my preference is double-spaced, one-inch margins, and 12-point font for all assignments. *It makes it easier to read and provide feedback.*

Quizzes Due on various days (see calendar)

There are four quizzes in this course. Please see the course calendar for dates. Additional details about quizzes will be provided in the respective modules.

Assignment #1: Integrating family and community literacy practices

A fundamental part of the education of emergent bilinguals is an understanding of their home and community literacy practices. Given a hypothetical scenario, you will need to collect information and devise a plan to acknowledge and incorporate these literacy practices into classroom instruction. Additional details will be provided in Canvas.

Assignment #2: Critical analysis of anti-racist children's/YA literature

A fundamental aspect of lesson planning for literacy is the selection of texts for the students to read. These texts need to be age-appropriate and cover a variety of themes connected to the students' lives. For this assignment, you will need to select five texts connected to anti-racist themes (e.g., picture books, chapter books) and develop a critical analysis. Additional details will be provided in Canvas.

Assignment #3: Writing content and language objectives

For this assignment, you will need to write eight lesson objectives, four for content and four for language. The four content objectives will be for your thematic unit that will consist of one lesson of each content area: mathematics, science, social studies, and language arts. You will need to list the lesson objectives and the TEKS (content) and/or ELPS (language) to which they align.

Assignment #4: Designing and implementing ESL strategies from critical perspectives

The goal of this assignment is to teach for 10 minutes to your classmates the use of at least two ESL-specific strategies that are **asset-based and equitable for emergent bilinguals**. You will submit a PowerPoint file in the [discussion forum](#) in Canvas that includes ELPS, ELA TEKS, and activities. This assignment will be completed in groups of two.

Assignment #5: Lesson Plans

The key assignment in this course is two lesson plans, one for Reading and another for a content area of your choice (Writing, Mathematics, Science or Social Studies). The two lessons will provide evidence of your ability to design meaningful instruction and assessment based on emergent bilinguals' proficiency levels.

Final Exam

This exam will sum up the content in this course. Additional details will be provided in Canvas.

COURSE OUTLINE/CALENDAR

*This course syllabus/schedule is intended to be a guide and may be modified at any time at the instructor's discretion to enhance the learning experiences of students.

Week/ Dates	Topics	Readings/Activities Due (before class)	Assignments Due
Module 1 December 19	Course Introduction/ Emergent Bilinguals in 21 st Century Classrooms	Chapter 1 (p. 2-38) Emergent Bilinguals articles Module 1 PPT Emergent Bilinguals Videos	Introduction Post Discussion Post #1
Module 2 December 20	Language & Language Acquisition	Chapter 2 (p. 40-81) TEExES article Flores 2019 article Module 5 PPT and Videos	Discussion Post #2
Module 3 December 21	Classroom Practices for Effective Emergent Bilingual Instruction	Chapter 3 (p. 84-127) RTI Article RTI Videos	Quiz #1
Module 4 December 22	The New Literacies and Emergent Bilinguals	Chapter 4 (p.130-157) New Literacies article Chapter 4 PPT New Literacies Videos	Discussion Post #3
Module 5 December 23	Programs for Family Literacy	Family Literacy Program Articles Family Literacy PPT	Quiz #2 (Due on Jan. 2)

		Family Literacy Program Videos	
Module 6 January 2	Oral Language Development in Second Language Acquisition	Chapter 5 (p. 160-196) Module 6 Videos Oral English Development PPT Martínez article	Assignment #1 (Due on Jan. 4)
Module 7 January 3	First Steps to Literacy: Emergent Bilinguals Beginning to Write and Read	Chapter 6 (p. 198-248) Reading Wars Article Module 7 Videos Early Literacy PPT	Assignment #2 (Due on Jan. 6)
Module 8 January 4	Words and Meanings: Emergent Bilinguals' Vocabulary Development	Chapter 7 (p. 250-283) Developing Vocabulary Article Module 8 Videos	Quiz #3 (Due on Jan. 7)
Module 9 January 5	Designing Lesson Plans for Emergent Bilinguals: Content Objective, Language Objectives, and Classroom Activities	TBD	Discussion Post #4
Module 10 January 6	Emergent Bilinguals & Writing Instruction	TBD	
Module 11 January 9	ESL Strategies	TBD	
Module 12 January 10	Designing Lesson Plans for Emergent Bilinguals: Formative and Summative Assessments; Classroom Management of the Instructional Environment,	TBD	

	Accommodations & Modifications		
Module 13 January 11	Reading and Literature Instruction for Emergent Bilinguals; Accommodations	TBD	
Module 14 January 12	Content Reading and Writing: Pre-Reading and During Reading	TBD	
Module 15 January 13	Writing Lesson Plans		
Module 16		Last class day	Final Exam

COURSE POLICIES:

Attendance: Class attendance and punctuality is a requirement for this course. Along those lines, *we are all human and we are living in unprecedented times*. We have lives that stretch far beyond the four walls of any institution. **If you need to miss class for any emergency, please contact me first.** I treasure the relationships with my students, so if you miss class and I have not been previously warned, I will genuinely be concerned about you (please take this into consideration). **If you must miss class, it is expected that you will review any course material that you missed, as well as view the uploaded recordings, course materials, and read the assigned literature for the class session.**

Any unexcused absences and tardies will affect your participation grade. Each student may miss **2** classes without penalty (excused or unexcused). If you miss more than 2 classes, 5 percentage points will be deducted from your final grade for each additional class missed (unexcused absences). On the 4th unexcused absence, you will be referred to the ARR committee. **If you have more than 5 unexcused absences, you will not get credit for the course.** According to University policy 06.039, absences due to religious observances, active military duty, UNT-sponsored events, illness or extenuating circumstances, pregnancy and parenting, and official university closure will be excused. All other absences will be dealt with at the discretion of the instructor.

Canvas: We will be using Canvas to maintain our class website throughout the course and all assignments should be uploaded there. Course materials (i.e. PowerPoint slides,

syllabus, etc.) and announcements will be available on Canvas. You are expected to check Canvas frequently regarding announcements.

Course Materials for Remote Instruction: Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a webcam and microphone to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>

Instructor Communication Policy: Emails to your instructor regarding course assignments and other class business should be sent at least 48 hours prior to the due date or date of meeting. You may expect a response to email correspondence within 24 hours during weekdays. Please note that this time frame may be extended during the weekend. **Your instructor will not respond to emails/other methods of communication between the hours of 8:00 p.m. and 8:00 a.m.** Please plan accordingly!

Late Work: All assignments and postings are due on the day designated in the course agenda by 11:59pm (for example, if an assignment is due on 12/30, the assignment is due by 11:59pm on 12/30). Since this is a very short course (3 weeks), no late assignments and quizzes will be accepted unless you have a document that corresponds with UNT's attendance policy (doctor's note, etc.). Other emergencies will be dealt at the discretion of the instructor.

Participation: This course will be largely based on critical online discussions to help us *grow* as scholars and future educators, with some lecture to facilitate and scaffold our foundational knowledge and learning. Therefore, active participation (including your reading, writing, and inquiry) largely determines our journey together through this course. Come to class each day prepared to discuss the assigned readings. Please share your connections, understandings, wonderings, questions, disagreements, and/or agreements. By not actively engaging each time (participation doesn't always look the same—we will discuss this) will negatively impact your final grade.

Expectations for Assignments: Transmit only WORD documents to Canvas (no PDFs). *Please do not email assignments.*

Department of Teacher Education and Administration: Preparing Tomorrow's Educators and Scholars

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

Teacher Education & Administration Departmental Policy Statements

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

Student Evaluation Administration Dates. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has

been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

UNT TEACHER EDUCATION PROGRAM COMMITMENTS

While teaching has always been a relational and intellectual endeavor, we acknowledge that *teaching is also both an ethical and a political act*. We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural *and* socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

- **Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
- **Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
- **Activism.** Preparing teachers who create curriculum that responds to children's and youth's inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
- **Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

Teacher Preparation at The University of North Texas Core Commitments

Commitments->	As Teachers	To Children and Youth	In our Practice	To Radically Imagine
Identity	We are individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching.	We value and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces.	We practice humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming.	We imagine schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities.
Inquiry	We are intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.	We value young people's knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating	We practice curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change.	We imagine a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.
Advocacy & Activism	We are activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.	We value and embody caring in all its forms – personal, social, cultural, linguistic, and ecological – as essential to growing a positive learning and living environment.	We practice activism in the curriculum by engaging children and youth in work that contributes to the creation of more just, more caring, and more peaceful world.	We imagine metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit.
Communities	We are members of a multiple communities— connected in ways that make our successes intertwined.	We value inclusive learning communities that connect us within and outside of our classrooms.	We practice humility through our vulnerability; hope in the face of adversity; and resilience in response to our	We imagine schools as sustaining intersecting ways of being, knowing, and languaging.

		efforts that have fallen short.	
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STANDARDS AND COMPETENCIES

EDUCATOR STANDARDS ADDRESSED IN THIS COURSE:

The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

TEXAS TEACHING STANDARDS:

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

Standard 1--Instructional Planning and Delivery. Standard 1Ai,ii,iv; 1Bi,ii (Lesson design)

Standard 2--Knowledge of Students and Student Learning.

Standard 3--Content Knowledge and Expertise.

Standard 4--Learning Environment.

Standard 5--Data-Driven Practice.

Standard 6--Professional Practices and Responsibilities.

NEW EDUCATOR STANDARDS: The content and objectives of this course are aligned with the INTASC Standards of the Department of Teacher Education, with the state of Texas ESL standards, the National Teachers of English for Speakers of Other Languages (TESOL) standards, and the Science of Teaching Reading standards.

Cross-Curricular English Language Proficiency Standards (Texas Statute 74)

(1) Cross-curricular second language acquisition/learning strategies. The EL uses language-learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the EL to meet grade-level learning expectations across the foundation and enrichment curriculum, 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. The EL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the EL to meet grade-level learning expectations across the foundation and enrichment curriculum, 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. The EL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the EL to meet grade-level learning expectations across the foundation and enrichment curriculum, 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. The EL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the EL to meet grade-level learning expectations across the foundation and enrichment curriculum, 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.

(5) Cross-curricular second language acquisition/writing. The EL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the EL to meet grade-level learning expectations across foundation and enrichment curriculum, 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 do not apply until the student has reached the stage of generating original written text using a standard writing system.

Here is the link to the Statutory Authority and the ELPS:
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

VIII. EDRE 4840: Linguistically Diverse Learners Course Objective	Corresponding PPR <i>The beginning teacher knows and understands:</i>	Corresponding ELPS/TEKS
1. TSW- <i>describe origins and experiences of linguistically diverse learners.</i>	1.5k cultural and socioeconomic differences and the significance of those differences for instructional planning; 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs; 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);	74.4.c.1.A 74.4.c.3.E
2. TSW- <i>describe the refugee and immigrant experience and the impact on teaching and learning.</i>	2.1s interact with students in ways that reflect support and show respect for all students; 2.13k theories and techniques relating to managing and monitoring student behavior 2.18k appropriate responses to a variety of student behaviors and misbehaviors.	
3. TSW- <i>describe the nature of language and language learning.</i>	1.8k relevant content of the discipline being taught, including concepts, principles, relationships, methods of inquiry, and key issues; 3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.	74.4.c.5.A 74.4.c.5.E 74.4.d.1 74.4.d.2 74.4.d.3 74.4.d.4
4. TSW- <i>discuss, compare and contrast language acquisition and language learning.</i>	3.1k the importance of clear, accurate communication in the teaching and learning process 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts	74.4.c.2.A 74.4.c.5.D 74.4.d.1 74.4.d.2 74.4.d.3 74.4.d.4
5. TSW- <i>describe the features of the English language that may cause problems for linguistically diverse students.</i>	1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs 1.8s demonstrate awareness of common student misconceptions or likely sources	74.4.c.1.B 74.4.c.2.B 74.4.c.3.B 74.4.c.5.C 74.4.d.1 74.4.d.2

	of student error in relation to particular content;	74.4.d.3 74.4.d.4
6. TSW- <i>identify</i>	1.2k adapt lessons to address students' varied	74.4.c.1.G

InTASC Standards (Model Core Teaching Standards and Learning Progressions for Teachers)

#1 and #2: Learner Development and Learning Differences.

#3: Learning environments

#6: Assessment

#7: Planning for Instruction

#8: Instructional Strategies

Science of Teaching Reading Standards

Domain I: Reading Pedagogy

- ***Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading***
 - C. Apply knowledge of the interconnected nature of listening, speaking, reading, writing, and thinking by planning reading instruction that reflects an integrated and recursive model of literacy.
 - (Readings, Lecture/Discussion, Diverse Children's Book Integrated Mini Unit Plan)
 - J. Demonstrate knowledge of the importance of using an assets-based approach when acquiring, analyzing, and using background information about students (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics) to inform instructional planning and engage all students in reading.
 - (Readings, Lecture/Discussion, Diverse Children's Book Analysis & Integrated Mini Unit Plan)
 - K. Demonstrate understanding of the importance of differentiating classroom instruction to address the assessed needs of all students (e.g., students with limited prior experiences with literacy, students with exceptional needs, English learners, students who are experiencing difficulty, students who are performing above grade level, students who are gifted and talented), including understanding the importance of being proactive in remediating students' identified reading needs and/or gaps in students' prior learning.
 - (Readings, Lecture/Discussion, Diverse Children's Book Analysis & Integrated Mini Unit Plan)

- P. Demonstrate knowledge of the critical role that families play in young children's reading development, strategies for promoting collaboration with families to support all students' development in reading, and ways to empower families to engage in at-home reading with their child and to facilitate their child's reading development in various areas (e.g., using new vocabulary, practicing decoding skills and oral reading fluency).
 - (Readings, Lecture/Discussion, Cultural & Linguistic Autoethnography, Diverse Children's Book Analysis & Integrated Mini Unit Plan)
- Q. Demonstrate knowledge of basic linguistic terminology and concepts used in reading instruction (e.g., phoneme, morpheme, inflectional suffix, derivational affix, prosody), including identifying the role of various language systems (e.g., phonology, morphology, syntax, semantics, discourse, pragmatics) involved in oral language and literacy development.
 - (Readings, Lecture/Discussion, Cultural & Linguistic Autoethnography)
- ***Competency 002 (Foundations of Reading Assessment): Understand foundational concepts, principles, and best practices related to reading assessment.***
 - G. Demonstrate knowledge of techniques for determining students' independent, instructional, and frustration reading levels and how to use the results for various purposes (e.g., selecting appropriate instructional materials for a given lesson, including for differentiated instruction; guiding students' selection of independent reading materials).
 - (Readings, Lecture/Discussion, Diverse Children's Book Integrated Mini Unit Plan)

Domain II: Reading Devel Found

- ***Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.***
 - H. Demonstrate knowledge of the importance of English learners' home language as an asset that provides an essential foundation for their oral language and literacy development in English, and apply knowledge of research-based strategies and best practices for facilitating language transfer by helping English learners make cross-language connections (e.g., explicitly pointing out words that are cognates in English and the home language, using objects or pictures from students' home cultures to connect new English words with familiar meanings).
 - (Readings, Lecture/Discussion, Diverse Children's Book Integrated Mini Unit Plan)

- I. Demonstrate knowledge of basic concepts related to second-language acquisition as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5) (e.g., recognizing that general education teachers have a shared responsibility in promoting English learners' English language development, that an English learner's English language proficiency level does not relate to the student's grade level, that beginning-level English learners may experience a "silent period" during which they are listening actively without producing oral language, that English learners acquire a new language best when they are provided with multiple, incremental opportunities to expand and extend their English language skills as they build on their strengths in the home language).
 - (Readings, Lecture/Discussion, Critical Reading Response Journal)
- J. Demonstrate knowledge of the characteristic features of the four English language proficiency levels as described in the Texas English Language Proficiency Standards (ELPS) (i.e., beginning, intermediate, advanced, and high advanced) in order to plan appropriate language and literacy instruction for English learners.
 - (Readings, Lecture/Discussion, Critical Reading Response Journal, Diverse Children's Book Integrated Mini Unit Plan)
- K. Demonstrate knowledge of culturally responsive instruction, including research-based strategies and best practices for supporting English learners' oral language, literacy, and concept development across academic disciplines as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5) (e.g., identifying and aligning relevant language objectives with content-area lessons; using appropriate scaffolds, particularly visual cues, to support understanding).
 - (Readings, Lecture/Discussion, Cultural & Linguistic Autoethnography, Critical Reading Response Journal, Diverse Children's Book Analysis & Integrated Mini Unit Plan)
- ***Competency 004 (Phonological and Phonemic Awareness): Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.***
 - I. Recognize that a student's home language or language variety may not include all the sounds used in standard English and that English learners and speakers of various dialects or regional styles of English may require explicit, linguistically appropriate support in order to perceive and manipulate some of the phonemes of standard English.
 - (Readings, Lecture/Discussion, Critical Reading Response Journal)

NOTEWORTHY

Food/Housing Insecurity: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to contact me: <https://deanofstudents.unt.edu/resources/food-pantry>

University Mental Health Services: I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it's important to stay the course, it's also important to acknowledge when you may need more support. UNT's Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>

SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) have experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs:

<https://deanofstudents.unt.edu/resources>. You can reach a respondent advisor or peer advocate through e-mail at <https://deanofstudents.unt.edu/conduct/respondent-advisors-and-peer-advocates> or by calling the Dean of Students' office at [940-565-2648](tel:940-565-2648). You are not alone. We are here to help.