EDRE 4870: Cross-Curricular (Content Area) Literacy Materials and Resources (Fall 2024)

Instructor
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Office Location
Matthews Hall 204A
Office Hours (Always email, text, or call first!)
Tuesday 10:30am-2pm
Thursday 10:30am-1pm

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

CATALOGUE DESCRIPTION
Prepares pre-service teachers within 7-12 certificate programs to plan for and implement literacy instruction across the curriculum. Selecting, evaluating, and using developmentally and culturally appropriate materials and resources will be a focus as well as using content literacy strategies which support independent reading and writing in the content areas.

COURSE INFORMATION
Day/Time: Tuesday 2:00pm-4:50pm
Location: Matthews Hall Room 310

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

1. Content Area/Disciplinary Literacy
   a. Understand the need for literacy instruction in academic content areas.
   b. Develop knowledge of literacy and study strategies within the context of content instruction.
   c. Explain the relationship between the expressive and reflective language arts processes (reading, writing, listening, speaking, viewing, visually representing) and demonstrate how they can be capitalized upon for instructional and learning purposes.
   d. Develop an understanding of the various factors impacting reading comprehension.
   e. Develop a repertoire of teaching and learning strategies for helping students learn content area vocabulary and technical terms.
   f. Apply informal assessment tools to determine the students' ability to learn from printed materials.

2. Integrating Materials and Resources for Literacy Instruction
   a. Use texts of all kinds to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely, independently, for information, and for pleasure.
   b. Design, select, and evaluate materials that reflect curriculum goals, current knowledge, and the interests, motivation, and the needs of individual learners; develop the ability to modify curriculum materials to meet the needs of diverse learners.
   c. Identify and describe major pedagogical approaches to teaching content area literacies to a diverse population of learners in today's classrooms.
   d. Exhibit your understanding of using a wide variety of print throughout the curriculum, including

high-quality informational texts and diverse expository materials appropriate to the age and developmental level of learners.

  e. Analyze the structure and content of various texts used for instruction within content areas.

  f. Plan cross-curricular instruction which addresses the needs of all learners in your grade level of interest.

  g. Utilize principles and strategies for planning and implementing instruction via themed study units in content subjects.

3. Professionalism and Reflective Teaching

  a. Identify the influence of cultural, ethnic, and linguistic backgrounds on the reading and writing process.

  b. Develop a reflective mind set about his/her/their learning and teaching in order to make decisions about curricular engagements based on an understanding as to its purpose in the curriculum.

  c. Determine which professional resources (websites, journals and publications) are a significant source of information concerning literacy resources and instruction

REQUIRED TEXTBOOKS/MATERIALS

- Texts, reading materials, and videos are found in the Required Readings section of each Module in Canvas. Some readings must be accessed via the UNT Electronic Library using your EUID and Password.

PURPOSE AND RATIONALE

During this semester we will explore materials and resources to use in all content areas – resources that invite our students to be part of our literacy community and support them as they use the language arts (reading, writing, listening, speaking, viewing and visually representing) as tools for thinking, learning, and living. While the emphasis is on resources, we know these resources must be accompanied by powerful instructional strategies to accomplish our goals of creating confident, critical thinkers and literacy users. As we respond to and integrate literature, technology, and content reading strategies, a goal of this course is to become reflective about how we respond, create meaning from text, and internalize strategies that help us learn about the world and understand the society in which we live. As a result, insight into your own learning processes will hopefully enhance your personal critical and creative thinking as well as help you become a teacher who incorporates response-based engagements to inform your instruction. Therefore, our focus is on ourselves as learners, readers, and teachers as we learn about resources and strategies to involve our students. You and your contributions are a vital part of the literacy community we create here!

ATTENDANCE EXPECTATIONS

This class meets IN PERSON and therefore, attendance is *REQUIRED and NECESSARY*. Our time in class will consist of small group and whole class discussion, guest speakers, book studies, and critical learning with respect to the key content, assignments, and concepts. You are a VITAL part of this learning community, and your contributions are part of the knowledge that we will create in our classroom.

The following attendance polices are in effect for this section of EDRE 4870:

- **First Absence:** You are provided with ONE (1) absence (excused or unexcused) without a grade penalty if you email the instructor BEFORE your absence.
- **Second Absence:** If you are absent TWO (2) times (excused or unexcused) you will be required to take a *hand-written* essay style final exam in person during final exam week. Failure to report to the final exam will result in TWO (2) letter grades being deducted from your overall final grade in the course.
- **Three or More Absences**: Even if your absences are excused, you will receive an automatic **FINAL** grade of D or **F** if you miss **THREE (3) or more** classes. This course is an important part of your degree plan and missing nine or more hours of in-person class is detrimental to your success in the program. ***NOTE:*** *You will need to retake the class in the future to receive credit towards your degree plan if you receive a D or F. Retaking the class could*

delay your graduation and affect your financial aid.
- **Tardiness:** If you are late to in-person class due to weather or unforeseen circumstances once or twice, that is completely acceptable and reasonable. However, if you are *chronically tardy* (late arrival more than two times), one (1) or more full letter grades will be deducted from your final grade *at the instructor's discretion*.
- **Attendance Reporting:** It is YOUR responsibility to sign the attendance sheet AND email the instructor about your absence(s). You must also ask a peer/check Canvas for the content that you missed. There are no makeup assignments.

University Excused Absences (Policy 06.039):
- Religious holy day, including travel for that purpose
- Active military service, including travel for that purpose
- Participation in an official university function
- Illness or other extenuating circumstances
- Pregnancy (must be medically necessary) and parenting under Title IX

Unexcused Absences:
- Student organization/Sorority/Fraternity events/meetings
- Car Trouble/Parking/Transportation Issues
- Vacations
- Work/Job (other than active military service)
- Studying for Certification Exams/Completing work for other classes/Studying for other classes
- Other events that do not fall under UNT policy as deemed by instructor

PLEASE NOTE: It is truly unfair to expect or demand exceptions to the attendance policies outlined, above, without being able to document the necessity of excessive absences. To maintain the integrity of the coursework/content of our Teacher Education program, and *to avoid placing the instructor in situations where their compassion and kindness are exploited or taken advantage of*, you must follow the attendance policy as written. That being said, the instructor reserves the right to excuse absences for reasons not listed above.

ALSO: Lying and/or being intentionally dishonest about the reason for an absence could result in dismissal from the program. If you prefer not to give a reason for your absence, that is preferable to fabricating a lie.

COURSE ASSESSMENTS AND WEIGHTS
Annotated Text/Media Set (50%)
Text/Media Set Analysis (15%)
Cross-Curricular/Disciplinary Literacy Lesson Plan (20%)
Literacy Strategy Demonstration (15%)
Final Exam (ONLY Required if you have TWO (2) absences)   As per the Attendance Policy outlined on Pages 2-3 of this Syllabus, if you are absent twice, even if your absences are excused, you must take a hand-written (NOT typed) final exam *in person* during final exam week. The final exam will count as 20% of your grade and reduce the weight of your Text Set to 30%. Failure to report to the final exam will earn a grade of 0 which results in TWO (2) letter grades being deducted from your overall grade in the course.

GRADING
A: 90-100% Exemplary. The student performs well above and beyond the minimum criteria.
B: 80-89% Proficient. The student performs slightly above the minimum criteria.
C: 70-79% Average. The student meets the minimum criteria.
D: 60-69% Below Average. The student does not meet the minimum criteria.
F: 0-59% Improvement Required. The student does not complete the coursework.

FALL 2024 COURSE SCHEDULE WITH DUE DATES
(Subject to change at ANY time as needed)

Week/Date/Topic			Assignments/Due Dates
1	8/20	*Introduction and Course Overview*	**DUE: *Student Information Survey* in Canvas on Sunday, August 25th**
2	8/27	*Making Meaning Through Reading; Disciplinary Literacy; Building Content Knowledge*	Readings/Videos in Canvas
3	9/3	*Genres; Evaluation of Literacy Materials; Characteristics of Adolescent Learners*	Readings/Videos in Canvas
4	9/10	***Workshop Session: Text/Media Set Design***	**Asynchronous Online (See Canvas)**
5	9/17	*Vocabulary Development*	Readings/Videos in Canvas
6	9/24	*Strategic Reading Behaviors*	Readings/Videos in Canvas
7	10/1	*Strategic Reading Behaviors, Continued*	**DUE: *Text/Media Set Design* on Sunday, October 6th**
8	10/8	***Workshop Session: Text/Media Set Analysis***	**Asynchronous Online (See Canvas)**
9	10/15	*Questioning Techniques; Inquiry-Based Learning*	Readings/Videos in Canvas
10	10/22	*Visual, Digital, and Media Literacy*	Readings/Videos in Canvas
11	10/29	*Writing Across the Curriculum; Instructional Design*	**DUE: *Text/Media Set Analysis* on Sunday, November 3rd**
12	11/5	***Workshop Session: Literacy Lesson Plan***	**Asynchronous Online (See Canvas)**
13	11/12	*Assessment Purpose, Types, and Methods*	Readings/Videos in Canvas
14	11/19	*Differentiation, Inclusion, and Diversity of Thought*	**DUE: *Cross-Curricular Lesson Plan* in Canvas by midnight on Sunday, November 24th**
15	11/26	**Thanksgiving Week – No Class**	Please enjoy this time with your family and friends!
16	12/3	*Tying it All Together and Looking Ahead*	Attendance is mandatory on the last day!
17	12/10	**Final Exam Week**	If you had 2 absences, you must report to the final exam in-person on the designated day/time TBA.

NOTE: In order to receive an A in this class, all assignments must be completed and submitted in Canvas. If there are ANY missing assignments, even if your average is above 90%, a grade of A will NOT be awarded*.*

LATE WORK

The only way to receive full credit on any assignment in this course is to turn it in to Canvas on or before the designated due date. However, if you have a [university-excused](#) absence and provide documentation with 48 hours of the missed deadline, work may be accepted up to seven (7) days late without penalty. If you do NOT have an excused absence, an assignment may be turned in up to 7 (seven) days after the due date with *a deduction of one full letter grade.* Work that is more than 7 (seven) days late may not be accepted and/or may receive a deduction larger than a full letter grade at the instructor's discretion.

FORMATTING

The only type of document formats I will accept for a grade in this course are **Word** and **PDF**. If you submit a *.pages* document or any other type of document format, you will receive a grade of 0 for the assignment unless it is resubmitted on or before the designated due date. Blank documents or incorrect documents will also receive grades of 0. It is YOUR responsibility to ensure you have submitted the correct assignment using the designated formatting BEFORE the due date.

REVISING/RESUBMITTING

If you would like the opportunity to revise/resubmit a graded assignment in order to improve your grade, you may request permission from the instructor (along with feedback and suggestions for improvement) and complete the revision/resubmission within seven (7) days of receiving your initial grade. The instructor will decide how much additional credit can be earned for a revised assignment on an individual basis.

NON-PARTICIPATION IN CLASS

Unfortunately, life sometimes gets in the way of course work, and I definitely understand when that happens. I am compassionate and empathetic in ALL circumstances and I do not judge anyone when they struggle. But, you MUST let me know if you are struggling and/or need an extension to complete your assignments! If you do not communicate with me about your needs, do not participate in class, or do not submit assignments, it will be hard for you to pass, especially if it is more than halfway through the semester. A grade of a D, F, or W means you will have to retake the class, and this may affect your financial aid/tuition payment and degree completion date. A grade of I or Incomplete cannot be awarded if you are failing the class at the time of grade submission. (See [Student Support Services](#))

TECHNICAL REQUIREMENTS

- Microsoft Office (for creating Word Documents and PDFs)
- Internet Access
- Adobe (for reading PDF articles/documents)
- Phone, tablet, laptop, or desktop with video/microphone/sound

PROFESSIONAL BEHAVIOR IN CLASS

Teachers must exhibit a high degree of professional behavior to best meet the needs of their students. As a preservice teacher, it is essential to begin practicing what will be expected of you as an in-service teacher including reliability, responsibility, flexibility, punctuality, integrity, and ability to work efficiently and productively with your colleagues. This includes engagement and participation during all learning activities, online discussions about content and readings, assessments and assignments, informal presentations, interaction/communication with peers, professors, and guest speakers, cultural responsiveness, awareness of impact on others, and overall professional behavior.

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil.

Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

If you engage in unprofessional behavior including (but not limited to), lack of communication or dishonesty regarding missing work, and disrespectful/confrontational interactions with peers and professor, the instructor reserves the right to ***deduct one or more letter grades from your final grade*** and/or refer you to the Dean of Students for Code of Conduct violations which may result in dismissal from our program and/or the University.

A note on Artificial Intelligence (AI) and Plagiarism: Your credibility as a writer and student relies on both generating your own ideas in your own words and giving attribution (credit) to sources. AI is increasingly available and will undoubtedly be part of your career. Therefore, understanding its uses without depending on it is an essential skill. That distinction, and strong writing itself, relies on critical thinking and employing strategies to develop ideas and assess arguments. While some assignments may invite the use of online tools, the core expectation for our class is that ***the work you submit is your own original writing***. Using the work of someone else, including AI, and without citing it is a form of cheating/plagiarism and could result in your dismissal from the program/university.

A note on video/voice recordings: You are not permitted to record any part of a class lecture or discussion. Creating and distributing a video or voice recording of lecture/discussion could result in disciplinary action.

NOTE: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. I reserve the right to make ANY changes I deem necessary and/or appropriate throughout the semester.

COURSE SYLLABI REQUIREMENTS (UNT Policy 06.049)

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 the UNT Learning Management System (LMS) for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including

University and electronic classroom, labs, discussion groups, field trips, etc. The [Code of Student Conduct](#) can be found at [deanofstudents.unt.edu/conduct](#).

Access to Information – Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: eagleconnect.unt.edu/.

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 [insert administration dates] 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 spot.unt.edu or email spot@unt.edu.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit 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. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565-2759.

ADDITIONAL STATEMENTS

Accessibility. I expect that students in our class will have a variety of physical, mental, sensorial and emotional ways of being, learning, and engaging in a virtual classroom. I encourage you to privately discuss your specific needs with me as soon as possible in order to make the classroom and the course more accessible.

Chosen Name. As a UNT student, you are able to change how your name shows up on class rosters, Canvas, and MyUNT. As a faculty member, I am committed to using your chosen name. Additionally, if your name changes at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your name, you can do so by looking at [these guidelines](#).

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 come see me about this: https://deanofstudents.unt.edu/resources/food-pantry

Social Media and Online Sharing. Sharing class ideas and learning experiences on social media allows educators opportunities to show successes, receive critical feedback, and grow with others. Students, staff, and faculty in the College of Education often use the #UNTedu hashtag for such purposes. You are welcome to share class learning experiences in this class with broader audiences via social media platforms. However, you should first secure consent from instructors and classmates before posting their ideas, images, or work online. *You may NOT capture images or record video from online or in-person meetings and share those outside our class community without consent.* Similarly, you should not post images of PK-12 students even if consent is provided through school districts as social media platforms are increasingly mined for dubious reasons including targeted harassment, facial recognition, or personal data extraction and selling. Please know I am available if you have concerns, questions, or need support in this area.

Observation of Religious Holidays: I support your observance and practice of sacred religious traditions. Like with any other absence, please notify your instructor as soon as possible if you plan to observe a religious holy day that coincides with a synchronous class session.

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.

Educator Preparation Standards

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 Administrative Code Requirements for Teacher Certification
The Texas Administrative Code Title 19, Part 7, Subchapter 235 Educator Preparation Standards address the discipline that deals with the theory and practice of teaching to inform skill-based training and development. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students for candidates pursuing the EC-6 certification.

Instructional Planning and Delivery. Early Childhood-Grade 6 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction

that engages students and makes learning relevant for today's learners. Early Childhood-Grade 6 classroom teachers must:

1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;
2) effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;
3) connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;
4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
5) use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;
6) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;
7) plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;
8) integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts;
9) ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction;
10) encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals;
11) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;
12) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;
13) monitor and assess students' progress to ensure that their lessons meet students' needs;
14) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and
15) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

Knowledge of Student and Student Learning. Early Childhood-Grade 6 classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Early Childhood-Grade 6 classroom teachers must:

1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;
2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;
3) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;
4) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible;
5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and

6) identify readiness for learning and understand how development in one area may affect students' performance in other areas.

Content Knowledge and Expertise. Early Childhood-Grade 6 classroom teachers exhibit an understanding of content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards. Early Childhood-Grade 6 classroom teachers must:

1) have expertise in how their content vertically and horizontally aligns with the grade-level/subject area continuum, leading to an integrated curriculum across grade levels and content areas;
2) identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas;
3) keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline;
4) organize curriculum to facilitate student understanding of the subject matter;
5) understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;
6) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners;
7) teach both the key content knowledge and the key skills of the discipline; and
8) make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

Learning Environment. Early Childhood-Grade 6 classroom teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. Early Childhood-Grade 6 classroom teachers must:

1) embrace students' backgrounds and experiences as an asset in their learning;
2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;
3) establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences;
4) create a physical classroom set-up that is flexible and accommodates the different learning needs of students;
5) implement behavior management systems to maintain an environment where all students can learn effectively;
6) maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning;
7) maximize instructional time, including managing transitions;
8) manage and facilitate groupings in order to maximize student collaboration, participation, and achievement; and
9) communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

Data-Driven Practices. Early Childhood-Grade 6 classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze

multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Early Childhood-Grade 6 classroom teachers must:

1) gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning;
2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and
3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

Professional Practices and Responsibilities. Early Childhood-Grade 6 classroom teachers consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity. Early Childhood-Grade 6 classroom teachers must:

1) reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;
2) seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development;
3) adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s);
4) communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff; and
5) serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

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.

G. Recognize the importance of planning and managing reading instruction in ways that not only promote young children's learning and skill development in reading but also nurture their development as lifelong readers and their self-concept as readers by creating strong associations between reading and feelings of enjoyment, engagement, and self-efficacy and by promoting increased awareness of their own thoughts, feelings, likes, and dislikes with regard to texts.

R. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support young children's reading development, reading engagement, and motivation to read.

S. Demonstrate knowledge of criteria for evaluating and selecting curricular resources (e.g., evidence of effectiveness, appropriateness for students' age and developmental levels) and research-based strategies and best practices for teaching students how to select, view, and share books and other reading materials for independent reading.

Domain II: Reading Developmental Foundations

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.

D. Demonstrate understanding of the importance of selecting and using texts for reading assessments that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, the school community, and society.

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).

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

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

E. Demonstrate knowledge of factors that affect vocabulary development (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics), including the role of frequent and wide reading in vocabulary development.

F. Demonstrate knowledge of the distinctions between various tiers of vocabulary (Tier One—everyday, Tier Two—general academic, and Tier Three—discipline-specific) and the importance of explicitly teaching all students new Tier Two and Tier Three words that are key to understanding a new concept or comprehending a new text, while also identifying any relevant Tier One words with which students may be unfamiliar and explicitly teaching these words.

G. Demonstrate knowledge of criteria for selecting words for explicit word study (e.g., a word's utility and frequency within a discipline or across disciplines) and apply knowledge of strategies for providing students with multiple opportunities to use new Tier Two and Tier Three words in a variety of settings.

I. Demonstrate understanding of the importance of teaching students independent word-learning strategies, including structural/morphemic analysis, contextual analysis, and use of print and digital resources, in order to promote their ability to engage in self-sustained reading of assigned or self-selected grade-level texts in multiple genres.

J. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to use structural/morphemic analysis skills, including etymology, to help them determine the meaning of unfamiliar words.

K. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to use context within and beyond a sentence to help infer the meaning of an unfamiliar word or to determine the meaning of a multiple-meaning word, including using different types of context clues (e.g., syntax, punctuation, embedded definition/explanation, apposition, restatement/synonym, contrast/antonym).

L. Demonstrate knowledge of research-based strategies and best practices for promoting students' word consciousness and motivation to learn new words and for supporting their retention of new words (e.g., providing student-friendly definitions and meaningful, contextualized examples; grouping words based on conceptual categories and associative meanings; developing semantic maps).

Domain III: Reading Level Comprehension

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

E. Demonstrate understanding of the importance of reading aloud high-quality, culturally relevant literary texts on a regular basis to develop young children's familiarity with literary texts and basic story structures, and apply knowledge of research-based strategies and best practices related to using read-alouds for this purpose (e.g., asking questions about a story as it is being read aloud; providing props for children to use while acting out the story; helping children construct a story map with a clear beginning, middle, and end; providing story cards to assist children in sequencing retellings of the story; encouraging children to provide sound effects through musical instruments or environmental noises that fit what is happening in the story; extending the story into centers for children to continue to explore the story in other ways).

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

G. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to apply metacognitive reading comprehension strategies to literary and informational texts (e.g., establishing a purpose for reading assigned and self-selected texts; generating questions about a text before, during, and after reading; making predictions about a text and then confirming or correcting the predictions; creating mental images; making connections to personal experiences, ideas in other texts, and society; monitoring comprehension and making adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down).

H. Demonstrate knowledge of the role of teacher-guided close reading and rereading in developing students' ability to comprehend increasingly complex texts, including key components of a research-based close-reading

routine or protocol (e.g., using text-dependent questions and annotation; rereading a text for different levels of meaning; engaging students in collaborative conversations about and written responses to the text).

J. Demonstrate knowledge of research-based strategies and best practices for teaching students how to vary approaches to reading a text according to the purpose for reading (e.g., skimming for gist, scanning for specific information, close reading for deep understanding).

K. Demonstrate knowledge of the importance of balancing young children's exposure to and reading of multiple genres of literary and informational texts and strategies for selecting and using multiple texts for reading instruction that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, school community, and society.

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

F. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to comprehend and analyze a range of literary texts, including identifying a text's key ideas and details; analyzing an author's purpose for writing; identifying story elements, such as characters, plot, setting, and theme; analyzing an author's craft, such as word choice and use of imagery and figurative language; and using evidence from a literary text to support responses.

G. Demonstrate knowledge of research-based strategies and best practices for promoting students' comprehension of literary texts at all three comprehension levels (i.e., literal, inferential, and evaluative) and for promoting critical thinking about literary texts (e.g., synthesizing information to create new understandings; asking and having students generate questions related to bias, such as which voices and perspectives are present and absent in a text).

Competency 012 (Comprehension of Informational Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.

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

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

C. Demonstrate knowledge of distinguishing characteristics and structures of informational, persuasive, multimodal, and digital texts.

D. Demonstrate knowledge of the continuum of development in the comprehension and analysis of informational texts as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5).

E. Demonstrate understanding of the importance of reading aloud high-quality informational texts on a regular basis to develop young children's familiarity with informational texts, and demonstrate knowledge of research-based strategies and best practices related to using read-alouds for this purpose, including asking questions about a text as it is being read aloud, engaging students in activities related to the text's content, and extending an informational text into centers to continue students' interactions with the text's content.

F. Demonstrate understanding of the importance of scaffolding young children's comprehension and analysis of informational texts and knowledge of research-based strategies and best practices related to this purpose (e.g., using strategic questioning and engaging students in academic conversations about a text's content, teaching text annotation and note-taking skills, helping students develop semantic maps and other graphic organizers to help clarify or reinforce a text's content or organizational structure, helping students generate and respond to peer questioning about a text).

G. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to comprehend and analyze informational texts, including identifying different informational text structures (e.g., descriptive, comparison/contrast, cause/effect, sequential, chronological), identifying and summarizing a text's central ideas and supporting evidence, using textual features (e.g., subtitles, bold or italicized text) and graphic features (e.g., charts, diagrams) to gain information, comparing and contrasting the content presented in a book's text with that presented in its graphic features, identifying a sequence of steps or events in a text, recognizing the characteristics of multimodal and digital texts, identifying an author's purpose and intended audience, analyzing an author's craft (e.g., choice of words, evidence, and rhetorical devices), distinguishing facts from opinions, and identifying the claim in an argumentative text.

H. Demonstrate knowledge of research-based strategies and best practices for promoting students' comprehension of informational texts at all three comprehension levels and for promoting critical thinking about informational texts (e.g., synthesizing information to create new understandings; asking and having students generate higher-order questions about a text, such as questions related to voices or perspectives present and absent in a text or questions about the credibility of a text).

I. Demonstrate knowledge of research-based strategies and best practices for promoting students' development of disciplinary-literacy skills, including distinguishing discipline-specific meanings of words (e.g., ruler in mathematics [a measuring device] versus ruler in social studies [a monarch or government leader]), and recognizing text structures commonly used in a discipline.

J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of informational texts in order to address the assessed needs of all students.