Instructor Name: Dr. Clarissa Gamble Booker, Tenured Professor
Office Location: Wilhelmina Fitzgerald Delco Building, Room 315
Office Telephone: 936-261-3408
FAX: 936-261-3419
E-Mail Address: cgbooker@pvamu.edu
Snail Mail: None
Office Hours: Tuesday 9:00 a.m.-11:00 a.m.  3:30 p.m.-5:30 p.m.
            Wednesday 3:00 p.m.- 5:30 p.m.; By Appointment Only
            Thursday 9:00 a.m.-11:00 a.m.  3:30 p.m.-5:30 p.m.
            Saturday 9:00 a.m.-11:00 a.m.; 2:00 p.m.-3:00 p.m.
Virtual Office Hours: None
Course Location S.R. Collins Building, Room 331
Class Meeting Days and Time: Tuesday and Thursday 2:00 p.m.-3:20 p.m.
Course Abbreviation and Number RDNG 3623

COURSE TITLE

Linguistics in Reading Instruction. (3-0) Credit 3 semester hours.

CATALOG DESCRIPTION

A study of the relationships between language, dialect, linguistics, phonics, and reading. Applications of linguistics to reading.

Prerequisites: None
Co-requisites: None
Required Textbook:


Reference:


Access to Learning Resources:

Prairie View A&M University Library
Telephone: 936-261-1500
Web: http://www.tamu.edu/pvamu/library

University Bookstore
Telephone: 936-261-1990
Web: http://www.bkstr.com/Home/10001-10734-1?demoKey=d

TrueOutcomes

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an “artifact” (an item of course work that serves as evidence that course objectives are met) and will be loaded into both WebCt and TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

TrueOutcomes also allows candidates to electronically post documents that can be used to create an electronic portfolio (e-portfolio) for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes website http://www.pvamu.edu

Required Assignment Number 1: Use TrueOutcomes
My Résumé

Date announced: January 19, 2010 Due date posted: ________________________________

Submit a copy of this assignment to the professor of the course.

PURPOSE OF THE COURSE:

To develop competencies which will enable a candidate to achieve a satisfactory score on the Texas Examinations of Educator Standards (TExES).
COURSE GOALS: RDNG 3623 focuses on goals identified in the Whitlowe R. Green College of Education Conceptual Framework:

Educators as Facilitator of Learning for Diverse Populations (E-FOLD-P MODEL), is fundamental to learning content in all areas and in teaching a diverse population. It is designed to achieve these outcomes:

1. Develop the reading teacher as a problem-solver, critical thinker, and decision maker.
2. Develop the reading teacher as a reflective and a continual learner utilizing effective teaching practices.
3. Develop the reading teacher as a facilitator of student growth and development, by precept and example.
4. Develop the reading teacher who demonstrates an understanding and appreciation of human diversity and global awareness.

Scientifically-Based Reading Research


(This report can be read online or downloaded or a free copy can be ordered.)

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Text Comprehension
The conceptual framework for both the basic and advanced programs at Prairie View A&M University has evolved over the last fourteen years to view educators as facilitators of learning for diverse populations. The conceptual Framework was developed by the Unit faculty after extensive review of the literature in education and guidelines of learned societies. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning. This new visual depiction of the conceptual framework with no changes in the wording was adopted by the Teacher Education faculty, in February 2008. The framework consists of four major goals anchored by technology.
COURSE OBJECTIVES

Upon completion of RDNG 3623, the candidate will be able to demonstrate competencies and levels of achievement as listed below:

1. Demonstrate an understanding of language, dialect, linguistics, phonics, and reading [STANDARDS I, II, III EC-Grade 6; STANDARDS I, III Grades 4-8].
   Course Learning Outcome: Core Curriculum 1,4,5,6

2. Apply phonics analysis skills to decode unfamiliar words [STANDARDS I, II, III, V EC-Grade 6; STANDARDS I, III Grades 4-8].
   Course Learning Outcome: Core Curriculum 1,4,5,6

3. Apply structural analysis skills to decode unfamiliar words [STANDARDS I, II, III, V EC-Grade 6; STANDARDS I, III Grades 4-8].

4. Analyze word derivations and etymology [STANDARD V EC-Grade 6; STANDARD III Grades 4-8].

5. Apply knowledge of syntax and semantics to determine word meanings [STANDARDS I, V EC-Grade 6; STANDARDS I, III Grades 4-8].

6. Apply knowledge of sentence and paragraph structure [STANDARDS IV, VIII, IX, XII EC-Grade 6; STANDARDS V, VII Grades 4-8].
   Course Learning Outcome: Core Curriculum 1,4,5,6

7. Analyze the use of language to convey meaning to literature [STANDARDS I, IV, VI, VII EC-Grade 6; STANDARDS III, IV Grades 4-8].
   Course Learning Outcome: Core Curriculum 1,4,5,6

8. Identify techniques and activities for improving students’ linguistic skills [STANDARDS I-XII EC-Grade 6; STANDARDS I-VIII Grades 4-8].
   Course Learning Outcome: Core Curriculum 1,4,5,6

9. Apply knowledge of linguistics and cultural difference to reading instruction [STANDARDS I-XII EC-Grade 6; STANDARDS I-VIII Grades 4-8].
   Course Learning Outcome: Core Curriculum 1,4,5,6

10. Demonstrate the ability to use communication skills (oral, written, and presentation) in the reading program [STANDARDS I-XII EC-Grade 6; STANDARDS I, III, VII Grades 4-8].
    Course Learning Outcome: Core Curriculum 1,4,5,6

11. Demonstrate the ability to integrate use of technology in the reading program [STANDARDS I-XII EC-Grade 6; STANDARDS I-VIII Grades 4-8].
    Course Learning Outcome: Core Curriculum 1,6

12. Demonstrate an understanding of the English Language Arts and Reading (ELAR), Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS) [STANDARDS I-XII EC-Grade 6; STANDARDS I-VIII Grades 4-8].

13. Demonstrate an understanding of competencies for the Texas Examinations of Educator Standards (TExES) [STANDARDS I-XII EC-Grade 6; STANDARDS I-VIII Grades 4-8].
Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University

What Is Desired?
Continuous Improvement Circle (CIC)
How Will It be Assessed?
When Will it Be Assessed?
What Were We Telling?
What Did You Do?
Use of Results
Strategies
Means
STATE STANDARDS or COMPETENCIES

NEW EDUCATOR STANDARDS

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6 STANDARDS

ENGLISH LANGUAGE ARTS AND READING (GRADES 4-8) STANDARDS

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6 STANDARDS

http://www.sbec.state.tx.us/SBECOnline/standtest/e...

http://www.sbec.state.tx.us.stand_framewrk/TExES/texes.htm


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

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

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

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

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

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

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

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

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

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.
Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.

Standard XII: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

ENGLISH LANGUAGE ARTS AND READING (Grades 4-8) STANDARDS

http://www.sbec.state.tx.us/SBECOnline/standtest/...  
http://www.sbec.state.tx.us/stand_framewrk/TExES/texes.htm  
http://www.ritter.tea.state.tx.us/rules/tac/chapter110/index.html

Standard I. Oral Language: Teachers of students in grades 4-8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.

Standard II. Foundations of Reading: Teachers of students in grades 4-8 understand the foundations of reading and early literacy development.

Standard III. Word Analysis and Reading Fluency: Teachers understand the importance of word analysis (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

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

Standard V. Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.

Standard VI. Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.

Standard VII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

Standard VIII. Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.
COURSE EVALUATION:

Course evaluation will be based upon:

Classroom Attendance, Classroom Participation, and High Quality Completion of Assignments 50% 

Mid-Term Examination and Portfolio 20% 

Scheduled Practice Examinations No Credit Given 

Final Examination 20% 

Professional Development and Leadership 10% 
1. Attendance and participation at Professional Meetings 
2. Membership in Professional Organizations 
3. Attendance and participation at Century II Book Reviews 
4. Reading and Writing of Professional Articles 
5. Professional Attire and Decorum 
6. Professional Leadership Characteristics 
7. Documented Community Service 
8. Other(s)

GRADING SYSTEM FOR UNDERGRADUATE STUDENTS*

Grades in the course will be assigned as follows:

A 90-100 I Incomplete
B 80-89 W Withdrawal from a course
C 70-79 WV Withdrawal from the University Voluntarily
D 60-69 MW Military withdrawal
F 0-59

Required Assignments:

1. Scientifically-Based Reading Research Reviews 
2. Oral and Written Presentations--PowerPoint 
3. Lesson Plans 
4. SPRING READING WORKSHOP Special Group Project 
5. Special Assigned Project-Office of the Dean, Whitlowe R. Green College of Education 

*The Grading System is located in the University's undergraduate catalog, 2005-2007, p. 104.
BASIC METHODS OF INSTRUCTION

Basic methods of instruction to include:
Lectures, examinations, individual research reports (oral and written), small and large
group discussions, book reviews, book fairs, simulation activities, films, video
presentations, cassettes, consultants, guest speakers, research critiques and summaries,
reading workshops and conferences, PowerPoint presentations, modeling, field
experiences, portfolios, lesson plans, unit plans, forms of presentations (oral, written and
use of technology), demonstrations, modeling, and performance assessment.

OUTLINE OF COURSE CONTENT AND SCHEDULE OF TOPICS

WEEKS 1 - 2

I. LINGUISTICS in READING INSTRUCTION

A. Introduction to the Course, State Educator Standards, National Standards,
   Professional Education Unit Conceptual Framework:
   Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P)
B. Introduction to TrueOutcomes
C. Discuss UNIVERSITY CLASS ATTENDANCE POLICY
D. Discuss The Americans with Disabilities Act (ADA)
E. Administer PRE-ASSESSMENT: Survey for English Language Arts and Reading
F. Discuss criteria for Readings and Research Issues
G. Discuss Criteria for Oral and Written Scientifically-Based Reading Research Reviews
   and Reports
H. Discuss Assigned Vocabulary Terms for RDNG 3623
I. Discuss English Language Arts and Reading (ELAR), and Spanish Language Arts and
   Reading (SLAR) Texas Essential Knowledge and Skills (TEKS)
J. Discuss NEW EDUCATOR STANDARDS
   • English Language Arts and Reading Generalist EC-6 Standards
   • English Language Arts and Reading (Grades 4-8) Standards
K. Reading Study Guides
L. Research Skills, Documentation, Rubrics, etc.
M. What Is Linguistics?
N. Teaching for Communication
O. Criteria for Linguistics in E-Portfolio
P. Discuss Assignments for the Course: Scientifically-Based Reading Research,
   Vocabulary Terms, Mini-Lesson Plans, Unit Plans, Oral and Written Reports,
   Project, PowerPoint Presentation, TrueOutcomes, etc.

Components of a Scientifically Based-Reading Program
- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Text Comprehension

NOTE: General Student Assembly—All Students Attend    Thursday, January 28, 2010
WEEKS 3 - 5

II. KNOWLEDGE BASE FOR TEACHING the LANGUAGE ARTS

A. Diversity in the Multicultural, Inclusive Classroom  
B. Language and Children’s Early Language Development  
C. Literature for Life  
D. Assignments for the Course: Scientifically Based-Reading Research, Vocabulary Terms, Mini-Lesson Plans, Unit Plans, Project, TrueOutcomes, etc.  
E. Oral and Written Reading Research Reviews  
   PowerPoint Presentations  
F. Videos and Written Reading Research Critiques  

Note: BLACK HISTORY MONTH GENERAL ASSEMBLY  
- Date, Time, and Facility will be announced by the professor of the course.

WEEKS 6 - 7

III. FROM ORACY into LITERACY

A. Listening for Meaning  
B. Oral Expression  
C. Oral Language as a Bridge into Literacy and Higher-Order Thought  
D. Assignments for the Course: Scientifically-Based Reading Research, Vocabulary Terms, Mini-Lesson Plans, Unit Plans, Project, TrueOutcomes, etc.  
E. Oral and Written Research Reports  
   PowerPoint Presentations  
F. Scientifically-Based Reading Research

WEEK 8

Mid-Semester Examination  
(Formal Examination)  
Thursday, March 11, 2010

Linguistics in Reading Portfolio Due  
(Include the following: Table of Contents, course outline and syllabus, teacher expectations, class notes, handouts, reading research summaries, critiques of assigned readings related to the course, mini-lesson plans, reading study guides, etc. Document data and include reference data. See References.)

SPRING BREAK  
March 15-20, 2010

WEEKS 9 - 11

IV LITERACY for the TWENTY-FIRST CENTURY

A. Pragmatics: The Study of Language Use and Communication  
B. Reading with Meaning  
C. Writing as Idea Making  
D. Writing Processes in a Workshop Environment
E. Scientifically-Based Reading Research
   1. Phonemic Awareness
   2. Phonics
   3. Fluency
   4. Vocabulary
   5. Text Comprehension

F. Oral and Written Research Reports
   PowerPoint Presentations
   Mini-Lesson Plans, Unit Plans, TrueOutcomes, etc.

G. PROJECT
   PowerPoint Presentations
   Oral and Written Research Reports

H. Field Trip

WEEKS 12 - 13

V. ENHANCING THE STUDY OF LINGUISTICS

   A. Writing, Language Conventions, and Grammar
   B. Spelling, Dictionary Use, and Handwriting
   C. Reading Research Issues
   D. Oral and Written Research Reports, Mini-Lesson Plans, TrueOutcomes, etc.
   E. Field Trip

   SPONSOR SPRING READING WORKSHOP

WEEKS 14 - 15

Submit Linguistics in Reading Portfolio

POST ASSESSMENT: Survey for English Language Arts and Reading

Self-Evaluation and Reflections

Review for FINAL EXAMINATION

FINAL EXAMINATION
(Formal Examination)

University Policies, Rules and Procedures http://www.pvamu.edu

   Registration consists of registering for courses and paying required fees. Fees are
due the day you register for courses. If you do not pay your tuition and fees when due,
you are not officially enrolled in the courses selected. Your name will be
dropped from the class roll on the Census Day (Drop Day).
   Caution: You are still responsible for withdrawing from the University.
2. The Americans with Disabilities Act (ADA) and Section 504 as applied to Colleges and University. An Overview (Undergraduate catalog, 2005-2007, p. 61).

“The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that...provides comprehensive civil rights protection to individuals with disabilities.” The colleges must provide reasonable accommodations for the student’s known disability in order to provide an equal opportunity to participate in the college’s programs, courses and activities. A college may not discriminate against any individual solely on the basis of disability.

Students with a disability requiring accommodation should contact the Office for Disability Services, Evans Hall, Room 317 or call (936) 261-3583.

3. Academic misconduct (See Student Handbook)
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to University disciplinary procedures.

Course credit, degrees, and certificates are to be earned by students and may not be obtained through acts of dishonesty. Students are prohibited from participation in acts of academic dishonesty including tampering with records or falsifying admissions or other information. Disciplinary action will be taken against any students who alone or with others engages in any act of academic fraud or deceit. The university’s policy on academic dishonesty is stated below:

It is the responsibility of students and faculty members to maintain academic integrity at the university by refusing to participate in or tolerate academic dishonesty. Each instance of academic dishonesty should be reported to the department in which the student has declared a major so that it can become a part of the student’s file; to the department head of the instructor of the course in which the alleged infraction occurred; and to the Office of Academic Affairs as deemed necessary.

Forms of academic dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.
5. **Nonacademic misconduct** (See *Student Handbook*) [http://www.pvamu.edu](http://www.pvamu.edu)

The University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

6. **Sexual misconduct** (See *Student Handbook*) [http://www.pvamu.edu](http://www.pvamu.edu)

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the University community violating this policy will be subject to disciplinary action.

7. **Class Attendance Policy** *(Undergraduate catalog 2005-2007, p. 111):*

   Effective September 1, 1998. [http://www.pvamu.edu](http://www.pvamu.edu)

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or an assignment of a grade of “F.” Absences are accumulated beginning with the first day of class.

8. Student Academic Appeals Process [http://www.pvamu.edu](http://www.pvamu.edu)

Read policies published in the University *Undergraduate catalog 20005-2007*, pp. 106-108.

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor’s assessment of their academic performance, the student has a right to appeal by the procedure listed in the *Undergraduate Catalog* and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

9. **Expectations of the Candidate:**

   - Be on time for each class and remain in class for the full class time.
   - Purchase required textbook for RDNG 3623.
   - Read handout on **Teacher Expectations**.
   - Use TrueOutcomes in the course [www.pvamu.edu](http://www.pvamu.edu)
   - Attend lectures on announced dates. Refer to OUTLINE OF COURSE CONTENT AND SCHEDULE OF TOPICS.
   - Participate and make meaningful contributions to class discussions.
   - Participate in professional meetings as scheduled.
   - Attend scheduled Century II Book Reviews.
   - Participate in all field-based assignments as scheduled.
   - Present quality assigned individually and/or group oral and written report(s) in the course.
   - Professional dress and professional decorum in the course.
   - Read and complete all required research studies and articles according to the format provided by the professor of the course. Refer to References.
   - Successfully pass all examinations as scheduled by the professor and by the university:
     - Complete Practice Examinations, Mid-Semester Examination and Final Examination.
   - Submit all assignments and paper on the scheduled due date(s).
   - All papers are to be typed, double-spaced, and submitted on white erasable bond paper.
- References are to be properly cited and written according to the *Publication Manual of the American Psychological Association* (6th ed.), 2010.
- Integrate use of technology in completing class assignments—TrueOutcomes.
- Complete learning experiences and writing assignments according to the format given to each candidate by the professor of the course. Place data in linguistics portfolio.
- Arrange to see the professor of the course for a minimum of two (2) conferences during the semester. Please check Office Hours for arranging conferences with the professor of the course.

10. **Submission of Assignments**

Unless a candidate has a documented written statement granting an excused absence, late or past due assignments will **not** be accepted.

- Submit all assignments and papers on the scheduled due date(s) and during the regular scheduled class time.
- Submit quality reports for all assignments. **Be sure to document data.**

- **Keep a duplicate of all written work submitted.** Document data.

11. **Formatting Documents:**

Microsoft Word is the standard word processing tool used at Prairie View A&M University. If you’re using other word processors, be sure to use the “save as” tool; and save the document in either the Microsoft Word, Rich-Text, or plain text format.

12. **Examination Policy**

Examinations should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (*See Student Handbook*).

Successfully pass all examinations as scheduled by the professor and by the university on the scheduled date(s), and during the regular scheduled class time(s).

13. **Professional Organizations**

- International Reading Association (IRA)
- Prairie View A&M University Reading Council
- The Century II Reading Committee
- KAPPA DELTA PI, International Honor Society in Education (KDP) Mu Epsilon Chapter 293
- National Alliance of Black School Educators, Inc. (NABSE)
- Black Child Development Institute, Inc. (BCDI)

“Time itself is an invaluable gift. It is wise to cherish it carefully and give it away generously.”

- Dr. Maya Angelou
January 19, Tuesday
- Instruction Begins
- Late Registration and Drop/Add Begins

January 28, Thursday
- General Student Assembly - All Students Attend

February 3, Wednesday
- Census Date (12th Class Day)
- Last Day to Withdraw from Course(s) without academic record

February 4, Thursday
- Withdrawal from courses with academic record ("W") Begins

March 11-13, Thursday-Saturday
- Mid-Semester Examination Period

March 15-20, Monday-Saturday
- Spring Break

March 26, Friday
- Graduation Application Deadline for SUMMER 2010 AND FALL 2010

March 31, Wednesday
- Founders Day/Honors Convocation

April 5, Monday
- Withdrawal from Course(s) with academic record ("W") Ends

May 15, Saturday
- Commencement
Historical References


Contemporary References


References to Periodicals

Cognitive Psychology

Educational Leadership

Electronic Learning

Elementary School Journal

Journal of Adolescent & Adult Literacy

Journal of Learning Disabilities

Language Arts

Phi Delta Kappan

Reading Improvement

Reading Today

The Reading Teacher
NEWSPAPERS AND WORLD WIDE WEB ADDRESSES

Education Weekly

Houston Chronicle        http://www.houstonchronicle.com
The Dallas Morning News  http://www.DallasNews.com
The Washington Post

USA TODAY

RELATED WEB SITES

TrueOutcomes        http://www.pvamu.edu
Alta vista           http://www.altavista.digital.com
American Library Association (ALA)  
Barbara Bush Foundation for Family Literacy  
http://www.barbarabushfoundation.com
Center for Applied Linguistics (CAL)  
http://www.cal.org
Family Literacy Foundation  
http://www.read2kids.org
Florida Center for Reading Research  
http://www.fcrr.org
International Reading Association (IRA)  
http://wwwира.org
National Council of Teachers of English (NCTE)  
http://www.ncte.org
National Institute of Child Health and Human Development  
http://www.nichd.nih.gov
No Child Left Behind Public Law 107-110  
http://www.nochildleftbehind.gov
Reading Online (an electronic journal of IRA)  
http://www.readingonline.org
Searchlight        http://www.searchlight.uttexas.org
Educational Materials from the Vaughn Gross Center for Reading and Language Arts
The University of Texas at Austin College of Education www.texasreading.org/otra

- Online Teacher Reading Academies
- Texas Kindergarten Teacher Reading Academy Videos
- Texas First Grade Teacher Reading Academy Videos
- Texas Second Grade Teacher Reading Academy Videos
- Texas Third Grade Teacher Reading Academy Videos


View DVD Reading First Teacher Education Network national models on how to teach reading, funded with a 2003 grant from the U.S. Department of Education and the National Council for Accreditation of Teacher Education with Dr. Timothy Shanahan and Dr. Boyce C. Williams.

Visit www.RFTEN.org
APPENDIX A

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6 STANDARDS

http://www.sbec.state.tx.us/SBECOnline/standtest/...

http://www.sbec.state.tx.us/stand-framework/TExES/texes.htm

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

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

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

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

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

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

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

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps students develop competence in written communication.

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

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.
Standard XI: Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.

Standard XII: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

APPENDIX B

ENGLISH LANGUAGE ARTS AND READING
(Grades 4-8) STANDARDS

http://www.sbec.state.tx.us/SBECOnline/standtest/e...

http://www.sbec.state.tx.us/stand-framework/TExES/texes.htm

Standard I. Oral Language: Teachers of students in grades 4-8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.

Standard II. Foundations of Reading: Teachers of students in grades 4-8 understand the foundations of reading and early literacy development.

Standard III. Word Analysis and Reading Fluency: Teachers understand the importance of word analysis (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

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

Standard V. Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.

Standard VI. Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote student’s development in applying study and inquiry skills.

Standard VII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

Standard VIII. Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.