

READ 3320-110 CRN 80127, Fundamentals of Teaching Reading

Fall 2018

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Amanda G. Allen, Ed.D.

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Phone: 254-519-5411

Email: agallen@tamuct.edu

Office Hours: Mondays & Tuesdays: 1:00-5:00; Wednesdays: 2:00-4:00

Mode of instruction and course access:

This course meets face-to-face, with some supplemental readings and activities made available online and/or on Canvas [<https://tamuct.instructure.com>].

Student-instructor interaction:

I will respond only to email sent to the above email account and to messages sent through a myCT email account. You may expect a response to your email message within 24 hours except on weekends. You may also call at the above number or make an appointment during my office hours.

911 Cellular:

Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description:

This course focuses on research-based competencies essential for effective literacy instruction. It is a survey of characteristics of normal reading development of learners in the elementary through middle school, explores materials, procedures, assessment, and instructional methods considered effective in teaching oral language, writing, strategy building for comprehension, vocabulary, and word identification.

Student Learning Outcomes:

STUDENT LEARNING OUTCOMES: (K-6)

I. Oral Language: The preservice teacher understands the importance of oral language, knows the developmental processes of oral language, and provides a variety of instructional opportunities for young students to develop listening and speaking skills.

II. Phonological and Phonemic Awareness: The preservice teacher understands 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.

III. Alphabetic Principle: The preservice teacher understands the importance of the alphabetic principle to reading English, knows the elements of the alphabetic principle, and provides 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.

IV. Literacy Development and Practice: The preservice teacher understands 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.

V. Word Analysis and Decoding: The preservice teacher understands the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

VI. Reading Fluency: The preservice teacher understands the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

VII. Reading Comprehension: The preservice teacher understands the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

VIII. Development of Written Communication: The preservice teacher understands that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

IX. Writing Conventions: The preservice teacher understands how young students use writing conventions and how to help students develop those conventions.

X. Assessment and Instruction of Developing Literacy: The preservice teacher understands the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

XI. Study and Inquiry Skills: The preservice teacher understands the importance of study and inquiry skills as tools for learning and promoting students' development in applying study and inquiry skills.

ENGLISH LANGUAGE ARTS AND READING GENERALIST 4-8:

I. Oral Language: The preservice teacher understands the importance of oral language, knows the developmental processes of oral language, and provides a variety of instructional opportunities for students to develop listening and speaking skills.

II. Foundations of Reading: The preservice teacher understands the foundations of reading and early literacy development.

III. Word Analysis Skills and Reading Fluency: The preservice teacher understands the importance of

word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provides many opportunities for students to practice and improve their word analysis skills and reading fluency.

IV. Reading Comprehension: The preservice teacher understands the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.

V. Written Language: The preservice teacher understands that writing is a developmental process and provide instruction that helps students develop competence in written communication.

VI. Study and Inquiry Skills: The preservice teacher understands the importance of study and inquiry skills as tools for learning and promote students/ development in applying study and inquiry skills.

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

Competency Goals Statements (certification or standards):

Texas Educator

Standards: [http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

Required Reading and Textbook(s):

Cecil, N. L., Baker, S., & Lorenzo, A. S. (2017). *Striking a balance: A comprehensive approach to early literacy* (5th ed). New York, NY: Routledge.

Leslie, L. & Caldwell, J.C. (2017). *Qualitative Reading Inventory-6*. Boston, MA: Pearson.

N.B. A student of this institution is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may be available from an independent retailer, including an online retailer.

Other Required Materials

Texas Essential Knowledge and Skills (TEKS), Chapter 110: ELAR grades 3- 8
<http://www.tea.state.tx.us/index2.aspx?id=6148>

SEDs Cognitive Foundations of Learning to
Read <https://www.sedl.org/reading/framework/framework.pdf>

1 Composition notebook

COURSE REQUIREMENTS

Reading Terms Exam (10 points)

SLO 1-11 (EC-6) & SLO 1-7 (4-8)

You are responsible for defining and understanding each of the reading terms discussed in class. This exam will take place near the end of the semester.

Literacy Autobiography (5 points)

SLO 4 (EC-6) & SLO 2 (4-8)

You will write a 1-2 page narrative detailing your earliest recollections with literacy and your experiences in learning to read. (*Examples: Were there books in the home? Did the family go to the library? Did someone read to you? With you? Did those earliest experiences shape you as a reader? If so, how? If not, why not?*)

Assessment Report (20 points)

SLO 1-10 (EC-6) & SLO 1-5 & 7 (4-8)

The purpose of this assignment is to provide the opportunity for you to become familiar with an informal reading inventory as a diagnostic tool, and identify instructional needs based on the assessment. You will work with an elementary student. Using the selected reading inventory, you will survey, assess, and evaluate the strengths, needs, and next learning steps for the student. You will plan for **two** lessons that address the needs identified in the assessment/evaluation process. Documentation will include: all records/responses for the inventory, detailed analysis/diagnostic statements, student learning objectives, lesson plans (strategies, resources, assessments), reflective entries recording your thinking and decision-making processes. You will submit an assessment report, lesson plans, and reflections.

1. The IRI and all records forms.
2. Diagnostic Statements: A one-page report outlining strengths, approximations, and one teaching point as determined by your evaluation of the assessment.
3. Lesson Plan: A one-page plan explaining the teaching point, the materials/resources to be used, teacher activity, and student activity with a formative assessment for the session. Include student demographics, date, time, session length, and other pertinent information. The template will be in Canvas.
4. Reflection: A one-page reflective essay noting what you understand about administering assessment and its use in informing instruction.

Writing Process (10 points)

SLO 8, 9 (EC-6) & 5 (4-8)

This assignment is structured to take you through the writing process (pre-write, draft, revise, conference, edit, publish) and allow you to experience peer conferencing and peer editing. The final product will be an original piece of narrative writing that reflects the six+1 writing traits – ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. All work from the pre-write through the publishing step will be turned in for evaluation. You will include a reflection of your experience with the writing process. It should include the following: discussion of your feelings and attitudes regarding the writing process and the six+1 traits, the pieces that made it easier and/or difficult for you, and implications for writing instruction. A rubric will be provided.

Literature Circle (10 points)

SLO 1, 5, 7, (EC-6) & SLO 1, 3, 4 (4-8)

You will participate in a literature circle with a small group of peers using a children's book. This is a group project that will take place in class. Your group will turn in all work from the circle. Individually, you will each write a reflection of your experience with the literature circle. It should include the following: discussion of your feelings and attitudes regarding the process, the pieces you found easy and/or difficult, application of the process to elementary students, and implications for using literature circles with elementary students. A rubric will be provided.

Strategies File and Presentation (20 points)

SLO 1-11 (EC-6) & SLO 1-7 (4-8)

You will compile a file of reading strategies. All files must be complete and ready to use with students. The collection of files should include strategies for each of the TEKS reading areas. Each file must include the grade level for its use. You will present (teach) one strategy in class.

Quizzes (10 points) SLO 1-11

(EC-6) & SLO 1-7 (4-8)

Quizzes, both announced and unannounced, will be given over the reading material.

Final Exam (10 points)

SLO 1-11 (EC-6) & SLO 1-7 (4-8)

The final will be cumulative.

Professionalism (5 points)

Attendance, punctuality, preparedness, and active participation are expected. You are expected to practice demonstrating the attitudes and dispositions of a capable, competent, and caring professional educator. Represent yourself, the Teacher Education Program, and the University in the best light possible.

Grading Criteria Rubric and Conversion

Reading terms exam	10	Grading Scale
Literacy autobiography	5	A - 90-100
Assessment report	20	B - 80-89
Writing process	10	C - 70 – 79
Literature circle	10	D - 60 – 69
Strategies file and presentation	20	F - 59 >
Quizzes	10	
Final exam	10	
Professionalism	5	
TOTAL	100	

Posting of Grades:

Grades will be posted in Canvas. Generally, grades will be posted within one week of due date. The instructor is **not responsible** for assignments that are not picked up on the day they are returned.

COURSE OUTLINE AND CALENDAR**Complete Course Calendar**

This will appear in a separate document.

Important University Dates:

These dates are at the end of the syllabus.

TECHNOLOGY REQUIREMENTS AND SUPPORT:**Technology Requirements.**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy: If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity: Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations: At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students: Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring: Tutoring is available to all [A&M-Central Texas](#) students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library: The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas: Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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Field Experience: Texas A&M University-Central Texas students working toward becoming teachers are guests in the schools in which they are placed. When you are at a local school, you will remove facial and/or multiple ear piercings. You will be clean and follow the rules of good hygiene. If you are not professional, you will be removed and/or sent home. You must attend all field experience classes. Because the school allows us to come, meetings missed may not be made up.

Attendance and Late Assignment Policy:

Attendance: Professional behavior and commitment to teaching are the expectations. Attendance and punctuality are required. It is not possible to make up the work missed during the class period since it involves interactions of students, instructor, and content. Three class absences for any reason will result in lowering the final grade by a letter grade. Four or more absences will result in failure of the class. All tardies will result in the loss of professionalism points. Four (4) times a student is tardy for 15 minutes or more is equal to one absence. Students missing class are responsible for notes, handouts, assignments, and any changes in schedules. Your commitment to becoming the best teacher possible includes regular, timely attendance and participation.

Late Work: Work is due according to the course calendar. No late work will be accepted except under extenuating circumstances which are communicated with the professor in a timely manner. If extension is granted, the late work may be subject to deduction of points of 10% each day past the due date. If the assignment is due on Canvas, and it is late, the assignment date will not be reopened. Supplemental assignments are not available.

Class Participation: Being prepared to participate includes completing assigned reading and bringing necessary textbooks, assignments and materials to class. You are expected to read before the class session, actively participate in classroom assignments and discussions, and fully participate in online work. Any in-class presentations and activities cannot be made up. The use of technology, to include cell phones and other electronic devices, can enhance learning and the educational experiences; however it can also become a distraction to the learning tasks at hand. Off-task technology usage will result in deduction in professionalism points.

University Calendar – Fall 2018

August 27, 2018	Add, Drop, and Late Registration Begins for 16- and First 8-Week Classes. \$25 fee assessed for late registrants.
August 27, 2018	Classes Begin for Fall Semester
August 29, 2018	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
September 3, 2018	Labor Day – No class
September 4, 2018	Deadline to Drop First 8-Week Classes with No Record
September 12,	Deadline to drop 16-Week Classes with No Record
October 1, 2018	Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
October 5, 2018	Deadline for Graduation Application for Ceremony Participation
October 12, 2018	Deadline for Fall Admissions Applications
October 15, 2018	Deadline for Clinical Teaching Applications
October 19, 2018	Classes End for First 8-Week Session
October 19, 2018	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
October 19, 2018	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 22, 2018	Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 fee assessed for late registrants
October 22, 2018	Classes Begin for Second 8-Week Session
October 22, 2018	Student End of Course Survey Closes (First 8-Week Classes)
October 23, 2018	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 24, 2018	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 29, 2018	Deadline to Drop Second 8-Week Classes with No Record
November 1, 2018	Deadline for GRE/GMAT Scores to Office of Graduate Studies

November 9, 2018 Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)

November 12, 2018 Veterans Day (Observed) - No Class

November 16, 2018 Deadline for Final Committee-Edited Theses with Committee Approval
Signatures to Office of Graduate Studies for Fall Semester

November 22 & 23, Thanksgiving
2018

November 30, 2018 Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)

December 1, 2018 Student End of Course Survey Opens (16- and Second 8-Week Classes)

December 14, 2018 Commencement Ceremony Bell County Expo Center 7:00 p.m.

December 14, 2018 Deadline for Applications for \$1,000 Tuition Rebate for Fall Graduation (5pm)

December 14, 2018 Deadline for Fall Degree Conferral Applications to the Registrar's Office. \$20
Late Application Fee

December 14, 2018 Deadline to Withdraw from University for 16- and Second 8-Week Classes

December 14, 2018 Fall Semester Ends

December 17, 2018 Student End of Course Survey Closes (16- and Second 8-Week Classes)

December 18, 2018 Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class
Grades (due by 3pm)

December 18, 2018 Deadline for Theses to Clear Thesis Office for Fall Semester

COMPETENCY GOALS STATEMENTS (CERTIFICATION OR STANDARDS): ENGLISH LANGUAGE

ARTS AND READING GENERALIST EC-6 STANDARDS:

Standard I. Oral Language: The preservice teacher 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: The preservice teacher 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: The preservice teacher 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: The preservice teacher 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.