



RDG 516-Foundations of Reading ONLINE COURSE SYLLABUS

Instructor: Dr. Cheryl Taliaferro, Adjunct Instructor

Office Location: eCollege

Office Hours: Monday – Friday Virtual Office eCollege

University Email Address: Cheryl.Taliaferro@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

Reutzel, D. R., & Cooter, R. B. (2014). *Teaching children to read: The teacher makes the difference*. Pearson Publications.

On-Line Resources:

TEKS for Language Arts and Reading available on-line at
<http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

English Language Arts and Reading Information from the Texas Education Agency available on-line at http://www.tea.state.tx.us/index4.aspx?id=4434&menu_id=720

English Language Proficiency Standards available on-line at
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

Dyslexia Handbook

http://www.decodingdyslexiatx.org/wp-content/uploads/2014/05/TEA_DyslexiaHandbook_2014-DRAFT-5-12-14.pdf

Course Description:

This course is designed for graduate students in the emergency permit or alternative certification program seeking initial teacher certification. The focus is on the reading process and the factors that affect its development. The importance of reading in school and in life serves as a background for critical evaluation of the methods and materials of reading instruction. Special consideration is given to the essential components of research-based strategies and the features of classrooms that support effective

beginning reading instruction. Instruction will focus on a diagnostic approach to reading and writing that supports the needs of diverse learners.

Course Overview:

In this course, we will examine these topics: emergent literacy, reading to learn, study skills, writing and assessment. In addition, we will explore the teacher's role in supporting diverse learners in the classroom. Students are expected to be active in the learning process by asking questions and reflecting upon the content of the course.

Student Learning Outcomes: By the conclusion of the course, the student will demonstrate a working knowledge of the following outcomes:

1. The learner will explain the developmental processes (emergent and preliteracy skills progressing over time to proficient stages) associated with communication systems (e.g., listening, speaking, reading, writing and media viewing) and design a variety of opportunities for students to learn communication skills.
2. The learner will identify a variety of assessment practices and procedures to plan and implement instruction in English language arts and reading that is responsive to the strengths and needs of students.
3. The learner will explain the alphabetic principle and word analysis skills (e.g., decoding, structural analysis, sight word vocabulary), and will demonstrate how to provide students with systematic instruction to promote their ability to use these skills for fluency and comprehension.
4. The learner will describe writing conventions and create opportunities for students to use the skills needed for competence in written communication.
5. The learner will identify technology that can assist in planning and managing instruction for students and explain how the individual student can use technology.
6. The learner will describe how to use local, state and federal resources to develop a literacy program for students with disabilities.
7. The learner will evaluate and adjust the preceding elements of literacy to meet the needs of students with disabilities and English Language Learners.

ELA/Reading Standards:

Standard 1. 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 2. 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 3. 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 4. 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 6. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard 7. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard 8. 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 9. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard 10. 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 11. Reading, Research, and Inquiry Skills: Teachers understand the importance of research and inquiry skills to students' academic success that provides students with instruction that promotes their acquisition.

Standard 12. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Pedagogy and Professional Responsibilities Standards:

Standard I. Domain I.

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);

1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;

1.10k how lesson content and skills connect with other disciplines and within the discipline;

1.11k current research on best pedagogical practices.

1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;

1.13k the importance of developing instructional goals and objectives that can be assessed

1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and

1.15k the importance of aligning instructional goals with campus and district goals.

1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;

1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;

1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.

1.25k the role of assessment in guiding instructional planning;

1.26k the importance of creating assessments that are congruent with instructional goals and objectives;

1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and

1.4s plan instruction that motivates students to want to learn and achieve; and
1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
1.7s exhibit appropriate knowledge of a subject to promote student learning;
1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;
1.9s plan instruction that reflects an understanding of important prerequisites relationships;
1.11s use a variety of pedagogical techniques to convey information and teach skills.
1.16s use various types of materials and other resources to aid in preparing and implementing instruction;
1.17s use technological tools to promote learning and expand instructional options; and
1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities
1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;
1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;
1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and
1.23s provide students with opportunities to explore content from many perspectives

Standard II. Domain II.

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and
2.5k the necessity of communicating teacher expectations for student learning
2.6k how classroom routines and procedures affect student learning and achievement;
2.7k how to organize student groups to facilitate cooperation and productivity;
2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
2.22k physical accessibility as a potential issue in student learning; and
2.23k students' emotional needs and ways to address needs.
2.1s interact with students in ways that reflect support and show respect for all students;
2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.
2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and
2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.
2.8s schedule activities and manage class time in ways that maximize student learning;
2.18s organize the physical environment to facilitate learning;
2.20s use effective strategies for creating and maintaining a positive classroom environment; and

Standard III. Domain III.

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

- 3.1k the importance of clear, accurate communication in the teaching and learning process;
- 3.3k spoken and written language that is appropriate to students' age, interests, and background; and
- 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions
- 3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
- 3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;
- 3.12k characteristics of effective feedback for students;
- 3.13k the role of timely feedback in the learning process; and
- 3.14k how to use constructive feedback to guide each student's learning.
- 3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and
- 3.16k situations in which teacher flexibility can enhance student learning.
- 3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;
- 3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;
- 3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and
- 3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
- 3.19s adjust instruction based on ongoing assessment of student understanding; and
- 3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV. Domain IV.

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession

- 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
- 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);
- 4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments; and
- 4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.
- 4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and
- 4.5s maintain supportive and cooperative relationships with colleagues;
- 4.8s communicate effectively and appropriately with other educators in varied contexts;
- 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);
- 4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and
- 4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.
- 4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;

- 4.17s serve as an advocate for students and the profession;
- 4.18s maintain accurate records; and
- 4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

Dyslexia and other language disorders:

- AC Candidates will be familiar with the recommendation and assessment process for dyslexia and other language disorders and how they relate to RTI and 504.
- AC Candidates will develop an understanding for “related disorders” like developmental auditory impairment, dysgraphia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.
- AC Candidates will understand that characteristics of dyslexia are typically exhibited as a deficit in the phonological components of language and that it is often unexpected in relation to other cognitive abilities and educational level.
- AC Candidates will be familiar with planning, delivering and accommodating multisensory instruction for students with dyslexia and other language disorders regardless of English language learners.
- AC Candidates will learn how to provide multisensory instruction to students who are having difficulty learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
- AC Candidates will be aware that evidenced-based identification materials are available

COURSE REQUIREMENTS

Instructional Methods / Tasks / Projects / Assessments

This course occurs in a digital learning environment designed with a module format. All modules will be open the first day of class with due dates for each module's reading task, discussion, quiz and performance task. You will be expected to read assigned material, participate in discussions and group tasks, reflect on your knowledge growth and complete all assigned tasks/projects by the due date. Late work will not be accepted without prior approval from the instructor. Therefore, you need to demonstrate a level of time management that allows you to meet due dates as posted.

Participate in all online group/class discussions. There will be an opportunity to work as an individual, with a partner or in a group of 3-4 students. Working with a partner or in a group requires you to follow CCC: collaboration, cooperation, and completion. This means, as an adult learner, you will collaborate with another student or students in a cooperative manner to complete a quality product. I truly believe two minds are better than one so I encourage partnerships or groups. However, I WILL NOT mediate should an issue arise pertaining to CCC; you are expected to find a resolution. You will always have the choice to opt out of the partnership or group and work as an individual. Therefore, you are expected to show a level of professionalism and stay actively engaged with your partner or the group through communication and contributions to complete the project.

Read the required textbook. You will be expected to read the required text and any supplemental materials. This is an online course that presents written information as an alternate mode of lecture. Do not take this lightly; you are expected to read/reflect for meaning.

Reflect on the coursework. You will be asked to consider ideas presented in articles and threaded discussions. Some of the reflections will be assigned and graded.

Write professionally. Completion of all written discussions/reflections and projects should exhibit **professionalism in appearance and content at an acceptable level of scholarship**. Projects are to be completed and turned in according to the due dates posted in eCollege for each module. Late work will not be accepted without extenuating circumstances as determined by the instructor with a late due date determined by the instructor. The campus library and/or computer labs are available for use in the event personal technology fails or supplies or assistance is needed.

TECHNOLOGY REQUIREMENTS

This is an online course and some obvious technological resources will be required.

Access to a computer with

- Internet access (high-speed preferred)
- Microphone for VoiceThread and classlive sessions throughout the semester.
- Speakers so you can hear me and other students during our classlive sessions (when scheduled) and other audio enhanced assignments throughout the semester.
- Word processing software (Microsoft Word preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you can email me via my preferred email: Cheryl.Taliaferro@tamuc.edu

You may also use eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Student Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). **If you display disruptive behavior, you may be asked to leave class and/or drop the class.**

Nondiscrimination: A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Late work: Late work is not accepted, except by prior arrangement with the instructor. You will have plenty of notification and time to complete all module assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.

Plagiarism: Plagiarism WILL NOT be tolerated and will result in an automatic F in the course.

Attendance: This is an online class; therefore, attendance is up to you! You will be given the opportunity to participate with a partner or in a group to complete projects. The quality of your contributions and regular participation activities, including attendance via ClassLive sessions (when scheduled), will be considered attendance. It is strongly encouraged that you attempt to log into the course every day and/or check Announcements or your email messages in order to not get behind.

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. You are expected to submit documents that have been through drafts and edited.

Written Assignments: All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators MUST BE PERFECT. Therefore, if you need extra help, the writing center can assist you. You can get assistance on-line via the university website.

<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/onlineWritingLab.aspx>

Written Assignments should be:

*in APA 6th edition style

- *double spaced
- *1" top and left side margins, 1" bottom and right side margins
- *12 point font size
- *Times New Roman, Calibri, or Arial
- *revised for clarity and meaning
- *edited for accuracy in grammar and mechanics
- *saved on computer disk or copied on paper for your records

Academic Integrity/Honest Statement: This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an *F* in the course, or will be brought before a higher level of governance for possible dismissal from the university.

Department Statement: The Department of Curriculum and Instruction believes that students with dyslexia and other language disorders deserve the right to proper identification and educational intervention. These students should have access to evidenced-based instruction that meets their educational needs. To that end, the Department of Curriculum and Instruction prepares teachers to identify, assess, and provide multisensory instruction for students with these difficulties. Consistent with the Americans with Disabilities Act (1990) and Texas Law (38.003 *Screening and Treatment for Dyslexia and Related Disorders*, §74.28. *Students with Dyslexia and Related Disorders*) the Department of Curriculum and Instruction supports the learning and teaching of instruction that assists all students including those with dyslexia and other language disorders.

ADA Statement: The Americans with Disabilities Act (ADA) is a federal anti discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce**

Gee Library 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

Financial Aid Support: You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also **forgivable loans**. You may want to check in to this by contacting the Bursar's Office for more details.

University Campus Concealed Carry Statement: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COMMUNICATION AND SUPPORT

MyLeo: As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has of contacting you and informing you of important information. It is available to you 24/7.

Interaction with Instructor Statement: I expect each of you to be active and thoughtful participants within the digital learning environment (eCollege) and your digital learning community. You are to expect the same of me. This includes your successful completion of each module. I will provide a timely grade and feedback. If you are having difficulty, do not wait until the day before the due date to contact me. Course/content questions may be posted on Virtual Office in order to avoid duplication

of questions and answers. However, if you need a quick response or have a personal question, then send an email to my preferred email address: Cheryl.Taliaferro@tamuc.edu. I check my email daily Monday-Friday and will respond within 24 hours.

eCollege Student Technical Support: Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week:

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about module assignments, course due dates, etc.), please contact me through the "Virtual Office" under Course Home in eCollege. If you have a personal issue or need a quick response, contact me through my preferred email: Cheryl.Taliaferro@tamuc.edu

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

GRADING

Assignment	Points
Emergent Literacy Skills Analysis	100
Big Five Webliography	100
Reading to Learn	100
Writing Sample Analysis	50
Literacy Assessment	50

Literacy for Special Populations	100
5 Discussion Posts	100
5 Quizzes	500
Foundations of Reading Website	300
TOTAL	1400

Final Grade

Points	Grade
1253-1400	A
1113-1252	B
973-1112	C
833-972	D
832 or less	F

RDG 516 Assignments:

1. Emergent Literacy Skills Analysis (100 points)

The purpose of this assignment is for Alternate Certification Candidates to show mastery of teaching emergent literacy skills (Concepts of Print, Letter ID, Phonological Awareness, Sight Words, Alphabetic Principle, Structural Analysis, Onsets/Rimes and Body/Coda) to students who are beginning to read/acquire English. AC Candidates will learn to match emergent literacy strategies with picture books.

ELA Standards: 1, 2, and 3. PPR Standards: 1.11k, 1.12k, 1.14k, 1.21k, 1.4s, 1.11s, 1.20s, 1.21s, 1.22s, and 1.23s.

2. The BIG FIVE Webliography (100 points)

The National Reading Panel suggests that teachers provide instruction for young students that focuses on phonemic awareness, phonics, vocabulary, fluency, and comprehension. To that end, Alternate Certification Candidates will submit 10 web-based sites that they plan to use to aid literacy instruction. The students will suggest 1-2 practical applications for each of these sites focusing on the five essentials of literacy instruction.

ELA Standards: 1, 2, 3, 4, 5, 6, and 7 PPR Standards: 1.8k, 3.7k, 3.9s, 3.20s, 4.8s

3. Reading to Learn (100 points)

The purpose of this assignment is for Alternate Certification Candidates to put in practice the course readings to create vocabulary opportunities, extend an interest in vocabulary, increase fluency, prepare students to read for a purpose, and teach students to use reading strategies to improve comprehension. Using the format provided online, the AC Candidates will show mastery of reading to learn strategies

by answering various questions and discussing how they plan to implement these strategies in their own classroom contexts.

ELA Standards: 7, and 11 PPR Standards: 1.11k, 1.4s, 1.7s, 1.9s, 1.11s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 2.8s, and 3.19s

4. Writing Assessment (50 points)

The purpose of this assignment will be for Alternative Certification Candidates to provide a written assessment of a student writing sample. The assessment will address the strengths of the writer, what the writing is attempting but yet not mastering, and an analysis using the six traits of writing (ideas, voice, organization, word choice, sentence fluency, conventions).

ELA Standards: 8 and 9 PPR Standards: 1.11k, 2.5k, 3.19s, and 3.20s

5. Development of a Literacy Assessment (50 points)

Using a book or passage of their choice, Alternative Certification Candidates will create an informal reading inventory similar to the sample provided in class (i.e., Qualitative Reading Inventory). The essential components will include pre-reading questions, retell section, and the development of implicit and explicit questions.

ELA Standards: 10 PPR Standards: 1.16k, 1.24k, 1.25k, 1.26k, 2.5s, 3.12k, 3.13k, 3.14k, 3.15k, 3.16k, 3.3s, 3.4s, 3.5s, 3.9s, 3.19s, 3.20s

6. Literacy for Special Populations (100 points)

Using articles provided in class, Alternate Certification Candidates will submit a two-page essay about the practices they plan to implement to support the development of literacy skills for Special Populations (ELL, Dyslexia & other language disorders, and gifted/talented).

ELA Standards: 1, 2, 3, 4, 5, 6, 7, 9, 10 PPR Standards: 2.16k, 2.22k, 2.23k, 2.1s, 2.3s, 2.4s, 2.5s 2.8s, 2.18s, 2.20s Dyslexia and other language disorders: All

7. Foundations of Reading website (300 points)

The purpose of this assignment will be for Alternate Certification Candidates to create an in-depth website to display all the information they have encountered during the semester. Within the website, they will explain the connections among emergent reading skills, reading to learn, assessment and instruction. They will also explain how this affects literacy for diverse populations within their grade level/subject. Specific examples of curricular resources and instructional strategies should be included. The website should also reveal their understanding of students' abilities, interests and cultural and linguistic backgrounds and how those impact both learning and instruction. ELA Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 PPR Standards: Domains 1-4

Dyslexia and other language disorders: All

8. Five discussion posts (100 points total)

The purpose of these posts will be for Alternate Certification Candidates to engage in a dialogue about what they are reading and learning. Each AC Candidate will be expected to write a post in response to the instructor's prompt and also to reply to someone else's post. Each initial post is worth 15 points, and each response is worth 5 points. Each post and response should be thoughtful and professional.

ELA Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 PPR Standards: 4.5s., 4.8s. and 4.17s

9. Five quizzes (500 points total)

The purpose of this assignment will be for Alternate Certification Candidates to exhibit knowledge and mastery of the assigned reading. AC Candidates will take five (5) quizzes during the semester. Each quiz is worth 100 points.

ELA Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 PPR Standards: Domains 1-4

Dyslexia and other language disorders: All