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1. Course Basics

Reading and Language Arts Instruction in the Elementary Classroom
EDRD 300, Section 3, CRN 47451, Spring 2026

2. Instructor Information

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See Canvas for Student Assistance Hours information

3. Course Information

Course Description

Designed to introduce an understanding of reading and language arts instruction in elementary classrooms. Develops practices that support students' literacy learning and in planning and implementing a meaningful literacy program in elementary classrooms. Offers an experience-based exploration of literacy education practices.

Prerequisites

Prerequisite: C or better in **EDEL 200** or **SPCE 201**.

May be repeated only once.

Course Objectives

Teacher candidates will:

KPS 1.1, 1.2, 1.9, 2.1, 2.2, 2.3, 3.1, 4A.1, 4A.3, 4C.1, 4C.3, 4C.7, 4C.8, 4D.1, 4D.2, 4E.1, 4F.2, 4F.5, 5.1, 5.8, 5.9, 5.10

1. Explain the relationship between the five language processing requirements for proficient reading and writing (phonological, orthographic, semantic, syntactic, discourse) and connect these attributes of language processing to the need for explicit, systematic instruction. (1.1, 1.2)

2. Describe theory related to literacy development (Simple View of Reading, Active View of Reading, Scarborough's Rope, Writing Rope) and explain the impact of changing relationships among the major components of literacy on reading achievement. (1.9)
3. Identify characteristics of individuals with reading disabilities (dyslexia and other reading and language-based disabilities) and examine state and federal legislation related to the assessment and instruction for students with reading disabilities. (2.1, 2.2, 2.3)
4. Distinguish the purpose for and use of literacy assessments (screening, progress monitoring, diagnostic, and outcome). (3.1)
5. Explain and demonstrate instructional considerations for:
 - a) teaching the major skill domains that contribute to written expression (4.G1)
 - b) teaching the developmental phases of the writing process (4G.4)
6. Demonstrate awareness of and design lessons including research-based instructional approaches addressing the essential components of reading instruction for students with culturally and linguistically diverse backgrounds. (4A.3, 5.1, 5.8, 5.10)
 - a) Explicit, systematic instruction and structured language and literacy teaching (4A.1) b) Explain and demonstrate in practice the considerations for the structure of English Orthography as it applies to:
 - i) Single- and multisyllable regular word reading (4C.1)
 - ii) Word recognition and spelling (4C.3)
 - iii) Decoding multisyllabic words (4C.7)
 - iv) Engaging with decodable texts (4C.8)
 - c) Identify the characteristics of systematic, explicit phonics instructions (4A.1)
 - d) Summarize the contributing role of automaticity to fluent reading. (4D.1, 4D.2)
 - e) Describe how oral reading fluency is related to other major components. (4D.1, 4D.2)
 - f) Explain the role of vocabulary in text comprehension and decoding. (4E.1)
 - g) Describe the various reasons why students might not comprehend text. (4F.2, 4F.5)
7. Examine best practices related to communicating with educational stakeholders (i.e., teachers and parents) as it concerns academic decision-making for students; recognize student rights related to confidentiality and privacy. (5.9)

During participation in this immersive course:

- Students will create a constructive collaborative climate.
- Students will apply previous knowledge or skills to demonstrate comprehension and performance in novel situations.

Course Modality/Structure

This course will meet twice per week for seminar for 75 minute sessions. For 10 weeks, students will immerse themselves in elementary classrooms for practicum experience for one hour twice per week. This course offers a variety of literacy-related topics and methods, segmented into weekly modules covering a range of information related to literacy instruction. Students will engage in lesson planning, lesson simulations, and lesson delivery throughout the semester.

4. Course Materials

Science of Reading Textbook Policy:

As part of your program plan, you will take a 3-course sequence addressing the Science of Reading (SoR). The courses in this sequence are EDRD 300, EDRD 390, and EDRD 430. The following textbook is **required** course material in **all three** courses.

- Honig, B., Diamon, L., & Gutlohn, L. (2018). *Teaching reading sourcebook (3rd ed.)*. Arena Press. ISBN#: 978-1-63402-235-4

For more information about obtaining required materials, see ["Ball State First Day."](#)

5. Course Assignments and Assessments

Course Assignments

Throughout the semester, you will engage with a variety of course content both provided to you and that which you seek out for your own continuing professional growth including readings, videos, blogs, podcasts, etc. Professionalism, discussions, and checks for understanding are ways you will be asked to engage with course content. Additional engagement opportunities may also be provided.

Course Content and Engagement

Course content is delivered through readings, multimedia resources, online learning modules, discussions, and interactive activities that are aligned with the objectives of the course. You will engage in individual and collaborative learning tasks that are intended to encourage students to develop a deep understanding of literacy instructional pedagogy.

Application and Reflection

Students will be expected to apply new knowledge and skills into authentic contexts. This course is designed to support students as they bridge theory into practice designing and implementing literacy learning opportunities for the elementary classroom. In addition to the application of content and skills, students will engage in ongoing reflection of instructional practices to identify strengths, areas for improvement, and opportunities for professional growth.

Summative Assessment

Summative assessments in this course are designed to evaluate student mastery of concepts, skills, and professional competencies. These assessments may include projects, presentations, or performance-based tasks that integrate theoretical knowledge and content knowledge in authentic contexts.

Assignment details, including instructions, relevant readings, due dates, and grading criteria/rubrics will be posted and updated on Canvas. Please check Canvas regularly to stay informed and on track.

Course Grading Scale

Course Requirement Weights	
Course Content Engagement	35%
Application & Reflection	55%
Summative Assessment	10%

Letter Grade	Range
A	100% - 94%
A-	<94% - 90%
B+	<90% - 87%
B	<87% - 84%
B-	<84% - 80%
C+	<80% - 77%
C	<77% - 74%
C-	<74% - 70%
D+	<70% - 67%
D	<67% - 64%
D-	<64% - 61%
F	<61% - 0%

Note: You need to pass EDRD 300 to move forward in your program. If you fail this course with a grade lower than a C-, you will need to retake the course.

6. University Policies and Statements

University Statement

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or

accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's [Disability Services Office](#) coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Freedom of Expression

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's [Statement on Freedom of Expression](#), the resources on Ball State's [Freedom of Expression webpage](#), and [Ball State's Beneficence Pledge](#).

Attendance

Departmental ATTENDANCE POLICY

Learning to teach, as well as professional growth and development, requires a strong commitment to social interactions and intellectual discourse with other professionals. Since class sessions and course-related activities are spaces where you begin to learn how to engage in such interaction and discourse, the Department of Elementary Education has established the following attendance policy for Elementary Education courses.* You are expected to review and follow these attendance guidelines and policies.

Ball State has established course attendance policies (<https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services/attendance-policies>). Faculty will follow these policies when determining if an absence is excused under the Department of Elementary Education Attendance Policy. Students are expected to attend a minimum of 90% of course sessions. *Students who need academic accommodations, including accommodations related to attendance, should contact the Office of Disability Services at 765-285-5293 or dsd@bsu.edu.*

In accordance with the expectations listed above, for this course, you are expected to incur no more than 3 unexcused absences. If 3 or more unexcused absences occur during the semester, you will not receive a grade of C or better. This means that you will need to retake the course.

If you are unable to attend a class session, it is expected that you notify the course instructor at **least one hour** in advance of the course session or as soon as possible after an unexpected/emergent situation, injury or illness. In your communication, you need to provide the rationale for missing class and may be asked to provide supporting documentation for potential excused absences. If you do not show and/or notify the course instructor within the 1-hour timeframe, absent an emergent event, the course instructor will document the occurrence and share the documentation with you, the Elementary Education Department Chair, and the

Assistant Director of the Undergraduate Elementary Education Program. Multiple occurrences may lead to a formal Disposition Alert through the Office of Teacher Education Services and Clinical Practice.

For absences during practicum or fieldwork, both excused and unexcused, you will be expected to make up all missed time as permissible. Additionally, you will be required to make up any associated assignments. If you do not complete all practicum or fieldwork assignments, you will receive a grade **below the minimum** requirement for passing the course. The course instructor will determine the timeframe for when the missed practicum/ fieldwork time and assignments must be completed.

*Student teaching is a separate and unique experience with an individualized attendance policy.

Title IX

Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit bsu.edu/titleix or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu

As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment. This includes information shared in class discussions, assignments, or private conversations.

What happens after I report? The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant **chooses** to meet with the Title IX Coordinator,

- Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.
- If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

University Grade Appeal Policy

If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the [University Grade Appeal Policy and Process.](#)]

Student Academic Ethics Policy

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the

foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's [academic integrity website](#) (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University [Student Academic Ethics Policy](#).

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
 - Sharing or allowing others to access your files, whether done with permission or not.
 - Reusing your own work from another semester, course, or section.
 - Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
 - Discussing exam questions and answers with students who have not taken the exam.
 - Soliciting others to complete work for you.

Use of AI Technologies

As new developments with artificial intelligence (AI) technologies are becoming commonplace and integrated into our personal lives, we need to consider how these technologies impact learning within our classroom space. This course focuses on developing our professional abilities to apply, synthesize, evaluate, and create learning experiences reflecting best practices and educational research. When we rely on AI to do this work for us, we diminish our learning opportunities to practice and improve our professional development as teacher candidates. Without a robust teacher preparation experience, you may be ill-prepared to teach children, contributing to stymied educational achievement and negative impacts on your learning.

AI programs, much like curriculum materials, online sources, and other resources, may be used to help generate ideas, brainstorm, and support planning. However, you should note that these resources may be inaccurate, incomplete, or problematic. Reliance on these programs may stifle your own independent thinking and creativity. The AI cannot know who you are as a teacher or who your students are and cannot plan appropriately for you and them. Your professional abilities are developed as you apply, synthesize, evaluate, and create work for this class that matches your students and your personal pedagogical philosophies.

You may use AI resources without citation to spell check, grammar check, or identify synonyms (Grammarly, MS Word, etc.)

You may use app recommendations to rephrase work that you have drafted yourself or tweak outlines of your own creation.

If you are in doubt about your use of AI, please ask. You should submit along with your final assignment: 1) your query to AI, 2) the output that it created, 3) your final assignment that synthesized that output. You may be asked for items 1-3 by your instructor at any time.

You may not submit any work generated by an AI program as your own. This is to say that you may not use entire sentences or paragraphs suggested by any type of AI program without using quotation marks and providing a citation as you would with other resources. Citations should take this form: “Gemini, Google, December 28, 2024, response to “Generate a list of short a CVC words.” or “ChatGPT, OpenAI, December 28, 2024, response to “Generate a list of compound words.” Even if cited, you may not have AI write a complete draft of an assignment or section of assignment for you.

A submission or sections of a submission directly copied from AI without citation violates the academic integrity policies of this course and of Ball State and will be handled through the policies described above in the Academic Ethics Policy. Consequences for unauthorized AI use are at the instructors discretion and may include failure of the assignment and/or the course.

Dispositions Assessment System

Becoming an effective teacher includes demonstrating professional dispositions, which include attitudes, habits of action, and commitments that foster student learning and assist in elevating the education profession, as well as in interacting with families, community members, and colleagues. The Ball State Disposition Assessment System is a systematic, consistent approach to assessing and supporting teacher candidates’ disposition growth throughout their preparation. This system has two components: (1) a disposition rubric system, and (2) a disposition alert system, which provide opportunities for deliberate feedback and guidance regarding teacher candidates’ disposition development. Information about the rubric, procedures, and alert policy are available on the [OTES webpage](#).

7. Student Support Services

The Learning Center

The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on “Navigate” in the Academic Tools section, or just go directly to bsu.navigate.eab.com.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit bsu.edu/learningcenter or call 765-285-1006. Follow us on Instagram: [BallStateLC](#).

The Writing Center

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing.

The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to bsu.edu/writingcenter. Online and in-person appointments are available; however, plan ahead because appointments book quickly!

The Basic Needs Hub

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the [Basic Needs Hub](#). The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a [Basic Needs Assistance Form](#).

The Counseling Center

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found [here](#).

The Speaking Center

The [Speaking Center](#) is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this [direct link](#) to sign up for a time. Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

Off Campus/ Practicum Accommodation Policy

Ball State University (BSU) is committed to providing equitable access to individuals with disabilities, including in off campus academic ventures such as an internship, practicum, clinical rotation, or student teaching site.

Disability Services approved classroom accommodations **do not** automatically transfer to an internship, practicum, clinical rotation, or student teaching site. Students are encouraged to reach out to DS to set up internship, practicum, clinical rotation, or student teaching accommodations as soon as the need arises or is anticipated. There is no deadline to request internship/practicum accommodations, but accommodations are not retroactive. Ideally, a student who wants to request accommodations for an off-campus experience should notify Disability Services **the semester before the experience begins.**

[Please use this link for the full policy and procedures for requesting off campus accommodations.](#)

8. Canvas and Student Privacy

Canvas Accessibility

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010.

Find more information by visiting the [Canvas Voluntary Product Accessibility Template \(VPAT\)](#).

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading [Ball State's FERPA and Privacy and Protection](#).

Video Conferencing Recording

In this class, software may be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings typically will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented.

Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Students who prefer to listen only must disable their audio capability and visual camera. If you have concerns, please discuss these options with me.

Plagiarism Detection

The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

9. Course Expectations and Policies

Course Participation Expectations

- This course is designed with weekly activities, discussion, and other forms of regular collaboration and communication.
- It is recommended that you log into your Canvas course 3 to 4 times a week and check your official Ball State email account daily to view announcements and prepare for class.
- Complete all assignments, quizzes, and any other activities by the stated due dates.

Feedback Policy

- I will respond to email from your official Ball State email address within 24 hours during weekdays (Monday-Friday) and within 48 hours on the weekend.
- I will do my best to grade your quizzes, assignments, and discussions no later than within 5 school days of submission.
- Contact me directly if you have questions or concerns about your performance in class.

Late Assignment Policy

- For assignments to be effective in guiding in-class discussion, they are to be completed on time.
- All assignments deadlines are clearly indicated on Canvas.
- Assignments posted after the indicated due dates may be subject to a decreased letter grade for each day late.
- Internet connectivity and technical issues may occur and impede you from turning in work on time. Turn in work early and often, and set up a back-up plan, such as visiting a local library or borrowing a peer's computer.
- You have one (1) permitted late assignment to allow for these issues, to which you can turn in one assignment 24 hours late.
- I will not accept assignments for grading after 11:59 pm EST/EDT on the final day of class.
- Assignments, unless otherwise indicated, should be submitted using the assignment link in the module.

Lesson Plan Submission

- Lesson plans cannot be accepted late due to teaching schedules and time to provide feedback.
- Upon receiving feedback, it is expected that the necessary revisions are completed and resubmitted within the required timeline. Flexibility is possible only when advance arrangements are made. These decisions will be made on an individual basis.
- Lesson plans that have not been revised and approved by your instructor at least 24 hours before your scheduled teaching time will result in losing that teaching opportunity.

Engagement Expectations

To support a respectful and engaging academic community that encourages the free exchange of ideas and civil discourse, we will follow these ground rules:

- **Respect different perspectives.** Share your ideas and let others share theirs.
- **Challenge ideas, not people.** Disagree respectfully. No personal attacks or put-downs. Focus on exploring ideas critically and constructively.
- **Listen to understand.** Stay curious, ask questions to understand, and give others space to speak.
- **Assume good intentions.** Approach discussions with curiosity and compassion.
- **Keep it private.** What is shared in class stays in class. Do not share others' words or work without permission.
- **Be respectful.** Avoid hurtful language, stereotypes, or content that may demean others. Keep feedback constructive.

High-Impact Practices

Ball State University seeks to provide each undergraduate student a premier educational experience. As such, a strategic imperative, as defined by our strategic plan, is that every student will complete at least one course that includes one of the following [high-impact practices](#):

- Undergraduate Research
- Immersive Learning
- Study Abroad or Away
- Societal Issues or Global Challenge

This course includes **Immersive Learning**.

Course Content Ownership

As the course instructor, I retain the rights to all course content, including this syllabus. Students may not reproduce, distribute, or publicly post course materials without permission. Students also may not record classes without explicit permission to do so. Selling or distributing course materials may violate the Ball State Code of Contact and/or The Information Technology Users' Privileges and Responsibilities [Policy](#). Any violations will be referred to Dr. Mike Gillilan, Director of Student Rights and Community Standards.

Research Statement

You also may be offered the opportunity during the semester to participate in a research project related to elementary instruction. If so, details will be provided in class. It is a voluntary activity and will not affect your final grade.

Ball State University Code of Student Rights and Responsibilities

The Code of Student Rights and Responsibilities outlines behaviors expected of students at Ball State University and methods used to judge student behavior fairly according to these standards. The standards of conduct apply to students while on the campus or off campus, when attending University-sponsored events or activities, or when such conduct involves the security or integrity of the University community” (Code of Student Rights and Responsibilities, p. 5). This course upholds the policies established in the [Ball State Code of Student Rights and Responsibilities](#)

10. Course Schedule

To support a learning experience that is responsive to the needs, interests, and pace of our class community, the course schedule may shift over the semester. You will be notified of changes via email. The most current version of the schedule will always be available on Canvas. I encourage you to check Canvas regularly for updates and contact me if you have any questions.

11. Subject to Change Statement

This syllabus is subject to change in the event of extenuating circumstances.

12. Standards

This course is designed to address professional, state, and national standards relevant to elementary teacher preparation and literacy education. Course content, activities, and assessment are intentionally aligned with these standards to ensure candidates develop essential knowledge, skills, and dispositions expected of professional educators.

Knowledge and Practice Standards (KPS)

- 1.1 Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
- 1.2 Understand that learning to read, for most people, requires explicit instruction.
- 1.9 Understand the changing relationships among the major components of literacy development in accounting for reading achievement.
- 2.1 Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.
- 2.2 Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.
- 2.3 Identify the distinguishing characteristics of dyslexia.
- 3.1 Understand the differences among and purposes for screening, progress monitoring, diagnostic, and outcome assessments.

- 4.A.1 Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher directed instruction.
- 4.A.3 Understand rationale for/adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
- 4.C.1 Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllable regular word reading.
- 4.C.7 Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.
- 4.C.8 Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.
- 4.D.1 Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
- 4.D.2 Know/apply in practice considerations for varied techniques and methods for building reading fluency.
- 4.E.1 Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
- 4.F.2 Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.
- 4.F.5 Know/apply in practice considerations for the teacher’s role as an active mediator of text comprehension processes.
- 4.G.4 Know/apply in practice considerations for the developmental phases of the writing process.
- 5.1 Strive to do no harm, maintain confidentiality, and act in the best interest of struggling readers and readers with dyslexia and other reading disorders.
- 5.8 Support just treatment of individuals with dyslexia and related learning difficulties.
- 5.9 Respect confidentiality of students or clients.
- 5.10 Respect the intellectual property of others.

[InTASC STANDARDS \(2014\)](#)

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

2a, 2b, 2f, 2g, 2i: Adapt instruction and use modified materials, resources, tools, and technology to address exceptional learner needs, including those associated with disabilities and giftedness.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

3: Use interactive technologies to expand learner options for mastering content/skills

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

4f: Adapt instruction and use modified materials, resources, tools, and technology to address exceptional learner needs, including those associated with disabilities and giftedness.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

6: Access structured input (e.g., workshops, in-person or online courses, webinars, social media) in the discipline area(s) to build skill in creating challenging learning experiences through the use of technology.

6i: Seek appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess learner needs.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

7: Incorporate technology in a variety of innovative ways in planning (e.g., managing learner records, expanding options for learner choice, and documenting performance)

7: Use technology (e.g., clickers, graphs, digital portfolios) to maintain records of learner choice related to ways to customize and personalize learner goals and experiences.

7: Use technology to share, analyze, and reflect on resources that can support learners in attaining high goals.

7b, 7h, 7k: Plan how to use technology to engage learners in meeting learning objectives.

7k, 7m: Integrate Technology resources into instructional plans.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

8g, 8j, 8n, 8o, 8r: Help learners use a variety of sources and tools, including technology, to access information related to an instructional objective. S/he helps students learn to evaluate the trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience.

8j, 8o, 8r: Engage learners in using learning skills (e.g., critical and creative thinking skills, study skills, managing goals and time) and technology tools to access, interpret and apply knowledge that promotes learners' understanding of the learning objective(s)

8n, 8r: Adapt instruction and use modified materials, resources, tools, and technology to address exceptional learner needs, including those associated with disabilities and giftedness.

8o: Understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness

8o, 8r: Plan how to use technology to engage learners in meeting learning objectives.

8o, 8r: Integrate Technology resources into instructional plans.

8o, 8r: Incorporate technology in a variety of innovative ways in planning (e.g., managing learner records, expanding options for learner choice, and documenting performance)

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

9d: Adapt instruction and use modified materials, resources, tools, and technology to address exceptional learner needs, including those associated with disabilities and giftedness.

9f, 9j, 9o: Access information and use technology in safe, legal, and ethical ways.

9f: Follow established rules and policies to ensure learners access information and technology in safe, legal, and ethical ways.

Standard #10: Leadership and Collaboration.

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

REPA INDIANA TEACHER STANDARDS – ELEMENTARY GENERALIST

Standard 1: Foundations of Scientifically Based Reading Instruction

Elementary teachers have a broad and comprehensive understanding of foundations of reading development and effective reading instruction grounded in scientifically based reading research (SBRR), including:

1.1: major theoretical, conceptual, and evidence-based components of reading development, including concepts of print, phonemic awareness, phonics, fluency, vocabulary, and text comprehension

1.2: foundations of language acquisition and literacy development, including cognitive, linguistic, cultural, social, and motivational factors that affect language acquisition and literacy development

1.4: essential components of effective reading instruction, including explicit explanation, teacher modeling, guided practice, and independent practice, and the ability to plan and implement reading instruction that incorporates these components

1.5: the role of reading assessment in guiding standards- and evidence-based reading instruction, intervention, and extension in the classroom

1.7: key dimensions of effective differentiated reading instruction in the elementary setting, including modifying digital and print materials and the pacing and/or complexity of instruction; and the ability to plan and implement differentiated instruction to match students' evidence-based strengths and needs in reading

1.9 knowledge of and the ability to select and use high-quality literary, multimedia, and informational texts to provide a coherent, integrated, and motivating literacy program

Standard 2: Components of Scientifically Based Reading Instruction

Elementary teachers have a broad and comprehensive understanding of the major components of reading development and demonstrate the ability to provide assessment, instruction, intervention, extension, and ongoing progress monitoring in reading, including:

2.1: knowledge of key concepts and scientifically based reading research (SBRR) in emergent literacy skills, including book-handling skills, basic concepts of print, letter recognition and formation, and alphabetic principle and letter-sound correspondence

2.2: knowledge of key concepts and SBRR in phonemic awareness, including the critical role of phonemic awareness in learning to read an alphabetic language; the distinction between phonological awareness and phonemic awareness; and knowledge of the continuum of phonological-and phonemic-awareness skill development

2.3: the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in emergent literacy skills, phonemic awareness, phonics, fluency, vocabulary, and academic language

2.4: knowledge of key concepts and SBRR in phonics, including the role of phonics in developing accurate decoding and automaticity in word recognition; the importance of sequencing phonics instruction according to the increasing complexity of linguistic units; the reciprocity between decoding and encoding; and the continuum of phonics skills

2.5: knowledge of key concepts and SBRR in reading fluency including the role of automaticity, key indicators of fluency (i.e., accuracy, rate, and prosody), the importance of explicit instruction, distinctions between oral and silent reading fluency, and the importance of ensuring accountability for comprehension when promoting silent reading fluency

2.6: knowledge of key concepts and SBRR in the development of vocabulary and academic language, including the correlation between vocabulary knowledge and academic achievement; the essential role of wide and varied reading in the development of vocabulary knowledge; different levels of vocabulary knowledge; different tiers of vocabulary words; and the importance of early, robust, and explicit language and content experiences to promote young children's development of vocabulary and academic language

2.7: knowledge of key concepts and SBRR in comprehension and analysis of informational, persuasive, and literary texts, including levels of reading comprehension as applied to these texts; comprehension strategies; critical and close reading; text-based and non-text-based factors that affect reading comprehension; genres, text structures, characteristics, and graphic, textual, and organizational features of informational and persuasive texts; and genres, key elements, and characteristics of literary texts

2.8: the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in

comprehension and analysis of informational, persuasive, and literary texts, including response to literature

2.9: knowledge of key concepts and scientifically based reading research in comprehension and analysis of informational, persuasive, and literary texts, such as levels of reading comprehension as applied to these texts; comprehension strategies; critical reading; text-based and non-text based factors that affect reading comprehension; genres, text structures, characteristics, and graphic, textual, and organizational features of informational and persuasive texts; and genres, key elements, and characteristics of literary texts

2.10: the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in comprehension and analysis of informational, persuasive, and literary texts, including response to literature

Standard 3: English Language Arts

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of English language arts and demonstrate the ability to provide content-specific instruction in English language arts.

3.3: major developmental stages of emergent writing and factors that affect the development of writing skills

3.4: major forms and functions of writing for various purposes, tasks, and audiences (e.g., informative, persuasive, argumentative, narrative)

3.5: steps in the writing process (e.g., drafting, revising, editing, proofreading, publishing) and methods of completing each step, including use of contemporary technologies to interact and collaborate with others to generate, revise, edit, produce, and publish writing

3.7: skills and strategies for active, critical listening and for engaging in a range of collaborative conversations

3.9: characteristics and components of media literacy, including analysis and interpretation of media and use of media to present information and ideas

3.11: state academic standards and state and national teacher standards for instruction and assessment

3.12: methods for planning and delivering evidence-based English language arts instruction that fosters students' understanding and mastery of concepts and skills related to English language arts and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills

3.13: strategies and skills for effectively assessing students' understanding and mastery of essential English language arts concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures