



Grade K-2 Teachers

Reading Readiness is a professional learning course focused on building foundational decoding and comprehension skills.

Instructor Knowledge and Skills

Neuhaus Learning Objectives	IDA Knowledge and Practice Standards
Explain the importance of an explicit, systematic approach to teaching the basic elements of the structure of the English language.	1.7-1.9, 4A.1-4A.3
Explain the foundational skills of letter recognition, phonological awareness, and oral language and the role of each skill in learning to read.	1.2, 1.3, 1.7, 1.8
Demonstrate a variety of letter recognition, phonological awareness and oral language activities and state the rationale for each activity.	4B.1-4B.6, 4C.1-4C.4
Pronounce the most frequent sound of each of the 26 letters of the alphabet correctly.	4B.1
Demonstrate an explicit introduction of a letter-sound connection using correct letter strokes.	4C.1-4C.4
Describe examples of words that are regular for reading and words that are irregular for reading.	4C.6
Retell a story to support oral language development and comprehension.	4E.1-4E.4, 4F.1
Summarize a story using key elements of a narrative.	4F.2
Describe the role of direct instruction of teaching how to form letters.	4G.2
Plan the inclusion of Reading Readiness in the daily reading block.	4B.1, 4C.2, 4F.1

Student Knowledge and Skills

If an Instructor successfully masters the Learning Objectives and utilizes Reading Readiness with skill and fidelity, instruction will meet the following student knowledge and skill needs:

Grade	TEKS	COMMON CORE
Kindergarten	1.A,C; 2.A(i,ii,iii,iv,vi,viii,ix,x); 2.B(i,ii,iii); 2.C(i,ii); 2.D(iii,iv,v); 3.B,C 5.E,G 6.D,F	RF.K.1-3 SL.K.1-3;4,6 L.K.1a;2c,d;5a,b,c
First	1.A,C; 2.A(i,ii,iv,v,vi,vii); 2.B(i,ii); 2.C(iii); 3.D 6.E,G 7.D,F	RF.1.1-2;3b,g SL.1.1-3;4,6 L.1.1a;5a,b,c
Second	1.A,C; 2.A(i,iii,iv) 6.E,G 7.D,F	SL.2.1-3;4,6 L.2.5a