Course Description

This course is a requirement for the Master of Education Reading Specialist degree and the Reading Specialist Certification program. It focuses on using literature in the elementary, middle school, and secondary classroom to teach the skills necessary for independent reading. Children's and young adult literature is explored and understood through different genres and cultures integrating universal design through current technology applications and informative evaluation criteria.

Materials

Required Textbooks


Recommended Reading


**Performance Standards, Goals, and Learning Objectives**

**Program Learning Outcomes**

The graduating reading specialist student will demonstrate that she/he can

- Apply knowledge of the theoretical foundations of literacy to the include all components of reading.
- Implement, interpret, create and apply literacy assessments appropriate to the levels of early childhood through grade 12
- Identify and develop an instructional plan to meet the needs of individual students, influencing their literacy development and second language acquisition to promote literacy and apply knowledge to assist the struggling reader, including English language learners, dyslexia, and exceptional students.
- Design, plan, implement, collaborate, and communicate with professional stakeholders research-based literacy curriculum approaches to address the needs of all students.

**Student Learning Outcomes:**

- The student will implement literacy instruction by utilizing appropriate methods and resources to address diverse student needs.
- The student will model literacy instruction by utilizing appropriate methods and resources to address diverse student needs.
- The student will assess literacy engagement and attitudes toward reading and writing.

**Reading Specialist Standards**

- **Standard 1: Components of Reading:** The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

- **Standard 2: Assessment and Instruction:** The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

- **Standard 3: Strengths and Needs of Individual Students:** The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.
• **Standard 4: Professional Knowledge and Leadership:** The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

Competencies: 1.1k, 1.2k, 1.1s, 1.2s, 1.4s, 1.5s, 1.4k, 1.7s, 1.8s, 1.9s, 1.6k, 1.7k, 1.10s, 1.8k, 1.10k, 1.11s, 1.12s, 1.14s, 1.12k, 1.13k, 1.14k, 1.16s, 1.18s, 1.16k, 1.17s, 1.19s, 1.20s, 1.21s, 1.22s, 1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 1.24s, 1.25k, 1.23s, 1.24s, 1.25s, 1.26s, 1.27s, 1.28s, 1.29s, 1.26k, 1.27k, 1.28k, 1.30s, 1.31s, 1.32s, 1.33s, 1.29k, 1.30k, 1.31k, 1.35k, 1.37k, 1.38k, 1.34s, 1.35s, 1.37s, 1.38s, 1.39s, 1.40s, 1.41s, 1.42s, 1.43s, 1.44s, 1.46s, 1.47s, 1.49s, 1.50s, 1.51s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.9k, 2.10s, 2.11k, 2.1s, 2.2s, 2.3s, 2.4s, 2.6s, 2.7s, 2.12k, 2.13k, 2.14k, 2.15k, 2.16k, 1.17k, 2.18k, 2.19k, 2.20k, 2.8s, 2.9s, 2.10s, 2.11s, 2.12s, 2.13s, 2.14s, 2.15s, 2.16s, 2.17s, 3.1k, 3.1s, 3.2k, 3.4k, 3.5k, 3.6k, 3.2s, 3.3s, 3.4s, 3.5s, 3.7k, 3.8k, 3.8k, 3.9k, 3.11k, 3.6s, 3.7s, 3.8s, 3.9s, 4.1k, 4.2k, 4.3k, 4.4k, 4.5k, 4.1s, 4.6k, 4.7s, 4.7k, 4.8k, 4.2s, 4.3s.4.4s, 4.5s, 4.6s, 4.9k, 4.10k, 4.8s, 4.9s, 4.10s, 4.11s, 4.12s, 4.11s, 4.12s, 4.11k, 4.12k, 4.13s, 4.14s, 4.15s, 4.16s, 4.17s, 4.18s.

The four standards and fourteen competencies are listed below. The intern seeking a Master of Education Reading Specialist Degree or the intern who holds a Master's Degree and wants to add a Reading Specialist Certification should have a complete copy of the Reading Specialist (151) Standards and Competencies for reference. A PDF of this document can be found at:

https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

**Texas Administrative Code**

**TITLE 19**
**EDUCATION**

**PART 7**
**STATE BOARD FOR EDUCATOR CERTIFICATION**

**CHAPTER 239**
**STUDENT SERVICES CERTIFICATES**

**SUBCHAPTER D**
**READING SPECIALIST CERTIFICATE**

**Reading Specialist ED-Grade 12 Standards**

**Course Requirements:**

- **Attendance**
  - Students should refer to the *Online Absence Policy* posted in Blackboard under the tab Course Information regarding participation in an online course.

- **Daily Readings**
  - We will be covering a good amount of information in a very short amount of time. A large part of the graduate student responsibility in this course will be to devote time to the required readings and assignments. Please stay prepared to keep up with the rigorous pace of the course.
- Connections, Expectations, Goals, and Objectives 30 points
- Discussion and Peer Review 5 @ 20 points
- Literacy Blog Development and Peer Review Discussion 5 @ 20 points
- MidTerm 100 points
- Award Books and Storytelling Activity 70 points
- UDL and Digital Literature/Literacy Activity 50 points
- Newberry Award Books and Story Pyramid 50 points
- Informational Books and Lesson Plan 100 points
- Reading and Writing Attitude Surveys 50 points
- APL Read Aloud or Storytelling Activity 50 points
- Learning Audit Assignment 70 points
- E-Portfolio 30 points
- Final Exam 100 points
- Literature Review 100 points

**TOTAL** 1000 points

A=900 or higher, B= 800-899, C=700-799, D=600-699, F= Below 600

**Module 1: The Magic of Literacy**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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| Jan. 24 | - Introduction Discussion  
- Connections, Goals, and Objectives  
- View Leading to Reading, Beginnings of the Book Whisperer, We’re on the same highway, Choice empowerment, respect, by Donalyn Miller  
- Reflection and Peer Review Discussion  
- Locate a Children’s Literature Blog |

**Module 2: Selecting Texts**

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<th>Date</th>
<th>Topic</th>
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| Jan. 31 | - Matching books to reading and The limits of Lexile, Open a World of Possible by Donalyn Miller  
- Review Attitude Surveys |
<table>
<thead>
<tr>
<th>Module 3: Digital Literacy and Literature</th>
<th>Feb. 14</th>
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<tbody>
<tr>
<td>• Read Young, B., Jacobs J, Tunnell, M. (2020) Chapters 3-5</td>
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<td>• Read Chapter 2 of Shearer, Carr, &amp; Vogt (2019)</td>
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<td>• Reflection and Peer Review</td>
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<td>• Blog Critique and Peer Review Discussion</td>
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<tr>
<th>Module 4: Selecting Resources</th>
<th>Feb. 28</th>
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<tr>
<td>• Read Appendix A-C Young, B., Jacobs J, Tunnell, M. (2020)</td>
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<td>• Blog Post and Peer Review on Selecting and Evaluating Instructional and Technology Resources</td>
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<tr>
<td>• Review UDL</td>
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<td>• Digital Literacy Activity</td>
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<th>Module 5: Culturally Relevant Intervention</th>
<th>March 7</th>
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<tr>
<td>• View Reading the World Critical Literacy and Culturally Responsive Classroom Libraries</td>
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<td>• Read Chapter 10 -11 of Shearer, Carr, &amp; Vogt (2019)</td>
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<tr>
<td>• Read Young, B., Jacobs J, Tunnell, M. (2020) Chapter 7</td>
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<td>• Addressing Culturally Responsive Classroom Libraries Blog and Peer Review</td>
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<td>• Midterm</td>
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<td>Module 6: Pictures, Music, Poetry, and Folk Literature</td>
<td>March 21</td>
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<td>• View Art as Text: Bridging Literacy and the Arts</td>
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<td>• Read Young, B., Jacobs J, Tunnell, M. (2020) Chapters 7-10</td>
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<td>• Review Online Read Aloud Best Practices and Resources</td>
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<td>• Newberry Award Books and Story Pyramid</td>
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<td>• Story Pyramid Blog Post and Peer Review</td>
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<td>• APL Read Aloud Choice 1</td>
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<tr>
<th>Module 7: Fantasy and Fiction</th>
<th>April 4</th>
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<tr>
<td>• Read Young, B., Jacobs J, Tunnell, M. (2020) Chapters 11-13</td>
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<td>• Award Books and Storytelling Activity</td>
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<td>• APL Storytelling Activity Choice 2</td>
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<td>• Best Practices for Incorporating Fantasy and Fiction Blog Post and Peer Review</td>
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<tr>
<th>Module 8: Biography and Informational Text</th>
<th>April 18</th>
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<tr>
<td>• Read Young, B., Jacobs J, Tunnell, M. (2020) Chapters 14-15</td>
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<tr>
<td>• Informational Books and Lesson Plan</td>
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<td>• Sharing of lesson plan on discussion board and peer review</td>
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<tr>
<td>• Best Practices and Strategies to Improve Reading of Informational Text Blog and Peer Review</td>
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<th>Module 9: Learning Audit</th>
<th>May 3</th>
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<tr>
<td>• APL Reflection Discussion and Peer Review</td>
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SRSU Distance Education Statement. Candidates enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Candidates should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify candidates’ identities and to protect candidates’ information. The procedures for filing a student complaint are included in the student handbook. Candidates enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Candidates in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Technical Support

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

Microsoft TEAMS Guidelines: Please refer and follow Distance Learning/TEAMS Guidelines provided in the blackboard course as a participation requirement in this class.

SRSU Library Services. The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srslibrary@sulross.edu), or phone (432-837-8203).

Americans with Disabilities Act: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Candidates seeking accessibility services must contact Student Services. Candidates seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU’s Accessibility Services Coordinator at 432-837-8203 (please leave a message and we’ll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

And don’t forget, SRSU offers personal counseling services for candidates, faculty and staff.
SRSU Safety Pledge - One University/One Community

As a partner in each campus community, the faculty, staff, and candidates agree to the following statements in relation to the COVID-19 virus:

‣ I will wear a face covering, wash my hands, and disinfect my workspaces to protect others from the potential spread of this virus.

‣ I promise to follow social distancing guidelines as a way to mitigate the risk of transmission to others both professionally and personally.

‣ I will monitor my health and report any potential agree to follow the guidelines set forth in this document or as described by Sul Ross State University to protect the public health.

‣ I understand that my actions may impact the larger community and could affect my academic progress or professional attainment at Sul Ross State University.

Failing to meet these expectations may be subject to corrective action under university disciplinary policies. Changes or recommendations to the guidelines based on evolving guidance from federal, state, or local agencies will be communicated to the university community.

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In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

Grading: All assignments are due on the date posted. Late work WILL NOT be accepted!

This course syllabus is intended to be a guide and may be amended at any time.

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.