Course Description: An intense course for the development and teaching of phonics, vocabulary, structural analysis, context clues to enhance comprehension for all readers. This course will prepare Candidates to provide multisensory instruction and culturally responsive intervention in the following reading areas: vocabulary development, critical-analytical reading, research based strategies, and metacognition approaches to assist with understanding literacy texts an informational texts. This course supports competencies within the Evaluative measure as identified by the State of Texas for Teaching Certification. In addition, this course utilizes the competencies prescribed for Early Childhood-6th grade as identified by the State of Texas. Prerequisite: ED/EDUC 4308 and ED/EDUC 3308.

Student Learning Outcomes:

SLO 1—Students will observe and identify range of individual developmental differences that characterize student in early childhood through grade 6.
SLO 2—Students will identify assessments to analyze children’s strength and needs for planning instruction.
SLO 3—Students will identify and select pertinent materials and resources including technological resources to enhance students learning and engagement in the planning process.
**Marketable Skills:** All students completing the SRSU-RGC Interdisciplinary Studies program will attain the following marketable skills:

1. Students will understand human growth and development and can recognize the influence of diverse social-cultural factors in that development.
2. Students will demonstrate use of multiple methods and strategies to achieve a goal.
3. Students will demonstrate the effective use of technology in educational practices.

**Textbook and Materials:**


The PDToolkit is available free for twelve months after you use the password that comes with the book. After twelve months, the subscription must be renewed. To learn more, please visit: http://pdtoolkit.pearson.com.


Binder: Candidates will need to create an organized binder that includes all STR standards.

**STR Standards and Competencies:**

- **Domain 3:** Comp. 9 (009A, 009B, 009C, 009D, 009E, 009F, 009G, 009H, 009I, 009J, 009K, 009L, 009M); Comp. 10(010A, 010B, 010C 010D, 010E, 010F, 010G, 010H, 010I, 010J, 010K, 010L); Comp. 11 (011A, 011B, 011C, 011D, 011E, 011F, 011G, 011H); Comp. 12 (012A, 012C, 012 G, 012L)
- **Domain 4:** Comp. 13 (013A, 013B, 013C, 013D, 013E, 013F, 013G)

**Course Format:**

- This is a hybrid delivered 16-week course that will be delivered synchronously via Collaborate or face to face for Alpine students. Remote learning is a different kind of experience from the traditional face-to-face course. Although online courses and remote learning are convenient, you will shoulder a greater responsibility for personal learning than you might in a face-to-face course. Online learning will encompass weekly video class meetings that are necessary for content coverage. Candidates should plan to attend all synchronous video class discussions.
A variety of approaches will be included in the online course delivery that includes online discussions, small collaborative group work, student presentations, lecture, and gathering assessment data. Your ability to devote a minimum of 6-8 hours per week to your course work is critical to your success. **Assignments will not be accepted after the due date.**

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and read ahead to subsequent modules to best prepare the time it will take to complete.

This course is writing intensive to prepare candidates to administer, analyze, plan and communicate assessment outcomes and planning to stakeholders. This is an upper level college course and requires all writing to conform to standard English structure. Assignments are dependent upon the conventions of writing as well as content. It is advised that candidates use Smarthinking for written assignments. It is also advisable to consult the writing center or other resources for proofreading and editing.

Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission. **APA format is required for all formal writing assignments.**

**TITLE 19 EDUCATION**

**PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION**

**CHAPTER 228 REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS**

**RULE §228.30 Educator Preparation Curriculum**

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

1. the specified requirements for reading instruction adopted by the SBEC for each certificate;
2. the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
3. child development;
4. motivation;
5. learning theories;
6. TEKS organization, structure, and skills;
7. TEKS in the content areas;
(8) state assessment of Candidates;
(9) curriculum development and lesson planning;
(10) classroom assessment for instruction/diagnosing learning needs;
(11) classroom management/developing a positive learning environment;
(12) special populations;
(13) parent conferences/communication skills;
(14) instructional technology;
(15) pedagogy/instructional strategies;
(16) differentiated instruction; and
(17) certification test preparation.


a) Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading (STR) standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the Texas Prekindergarten Guidelines and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment.

(b) Reading Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:

(1) oral language development;
(2) print awareness;
(3) phonological and phonemic awareness;
(4) phonics;
(5) fluency;
(6) vocabulary development;
(7) comprehension of literary text;
(8) comprehension of informational text; and
(9) beginning strategies and reading comprehension skills.

(c) Reading Pedagogy. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students’ development of foundational reading skills, including:

(1) implementing both formal and informal methods of measuring student progress in early reading development.

(2) designing and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and

(3) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

**Assignment Descriptions**

**Learning Goals Assignment (30 Points) and Personal Reflection (50)**

Using the Science of Reading (STR) standards, identify personal learning goals and objectives in a written 400-word assignment that align to this course. Ensure that learning goals and objectives (evidence) can be measured this semester. At the end of the course, Candidates will write a 500-word personal reflection reflecting on learning growth and outcomes.

**Class Introduction Assignment: (20 Points)**

Create a short introduction video that includes your educational background, positive impact of a teacher in your education, what you remember about learning to read at home and school, and why you chose the education field.

**Discussion Board and Peer Review (4 @ 50 points each = 200 Points)**

Modules will include discussion board opportunities centered on research-based approaches to understand foundational concepts, principles, and best practices related to reading assessments. Discussion Forums are opportunities to extend thinking and share perspectives. A typical discussion forum post should be between 400-500 words. Your task is not to “recall” information read in the text; rather, you will be applying what you read and responding to a teaching scenario. A portion of your credit will be credited for your post and another portion will be for responding to one of your classmates. Read a minimum of 2 classmate posts and review one in a response that is at least 250 words. In writing your response, strive to have a conversation, a beneficial exchange between professional colleagues. Ask questions, offer suggestions, make
comments, give your opinions, and generally react to what your classmates have written. You will not be credit for simply agreeing with someone or telling them how much you like what they wrote. Look critically for the opportunity to share your own knowledge and fill in misunderstandings.

2 Journal Assignments (25 points each = 50 points)

Journal submissions are a place where you reflect on what you have read. Consider how the information is relevant to you as a preservice teacher, connect to the information via your own personal educational experiences or those of your family members. Your journal submission should be a minimum of 400 words.

Writing Attitude Survey (50 Points): Candidates will administer the Writing Attitude Survey to an elementary student and create a 400-word report communicating results and sharing research-based strategies for parents to incorporate at home.

Phonological Awareness Blending Lesson Plan Exemplar and Presentation (100 Points), Competency 006 (must have read WTW chapters 1-5)

Using research-based strategies and best practices presented for promoting young children’s development of phonemic and phonological awareness skill, create a lesson plan to demonstrate knowledge of the continuum of phonics skills as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR.

Words Their Way Spelling Inventory (100 Points)

Candidates will administer the Words Their Way ESI inventory to a 2nd - 5th grade struggling reader. Candidates will analyze the data and craft a report that would inform stakeholders. The candidate will also create a research-based plan to address student strengths and weaknesses regarding word development.

Literacy Intervention Lesson Plan STR Competency 7 (100 Points)

Using research-based strategies and best practices presented for promoting orthographic knowledge and morphology, create a targeted intervention lesson plan based on the analysis of the Words Their Way spelling inventory.

Midterm Exam (100 points)

Final Exam (200 points)

Grading Scale:

A= 900-1000 POINTS – Exceeds Expectation/highest level
B= 800- 899 POINTS – Proficient/proficient level
C= 700- 799 POINTS – Acceptable/average level
D= 600- 699 POINTS – Emerging/inadequate level
F= less than 600 POINTS – Unacceptable

**Grading Policy:**

1. No late assignment will be accepted after its due date without prior instructor consent.

2. Formal writing should follow APA style. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.

3. All assignments are due by 10:00 pm CST.

4. There are no optional assignments in this course. All assignments must be completed in order to pass this class.

5. **PLEASE NOTE THAT DISCUSSION BOARD POST and PEER REVIEWS CANNOT BE COMPLETED AFTER THE END DATE.** Complete your work in a timely manner. Do not wait until a few hours before an assignment is due to submit your work, especially when your classmates are relying on your submission to complete their peer review.

6. Candidates who fail to participate in Discussion Boards, attend synchronous video class sessions, or complete any assignment may not pass this course.

**Dropping a Class**

During the course of a semester, circumstances can prevent students from completing a class successfully. Dropping a class may be necessary and/or wise in your specific case. Please feel free to contact me to discuss this option. Should dropping the class be the best course of action, you are responsible for completing the necessary actions by November 12, 2021 at 4 pm CST.

**COLLABORATE Guidelines:** Please refer and follow COLLABORATE Guidelines provided in the blackboard course as a participation requirement in this class from Midland College or an RGC campus. **Webcams must be turned on and students fully present to not be counted absent**

**SRSU Distance Education Statement.** Students 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. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Students 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. Students 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

**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 (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass.

Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

**Americans with Disabilities Act:**

**Alpine:** SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. Students 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 students, faculty and staff.

**RGC Campuses:** SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris’s office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).
Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."

ACADEMIC INTEGRITY: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person’s work as one’s own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Course Calendar (This class will meet M, W, and F and this outline is subject to change. If modifications are made, an updated course calendar will be posted.)

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Defining Reading Comprehension and Enrichment</th>
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<tbody>
<tr>
<td></td>
<td>• Participate in class meetings</td>
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<td>• Welcome, review course syllabus</td>
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<td>• Read:</td>
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<td>• Birsh (2018) Chapter 1</td>
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<td>• Review STR Educator Standards Domain II</td>
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<td>• (Competency 6-7) Domain III (Competency 10-12) Domain IV (Competency 13).</td>
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<td>• View: Comprehension Instruction Video</td>
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<td>• Participate in class meeting</td>
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<td>• <strong>Introduction Video Due</strong></td>
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<tr>
<th>Module 2</th>
<th>Purpose of Reading, Cognition and the Comprehension Process</th>
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<tr>
<td></td>
<td>• Read Birsh (2018) Chapter 2, 6, 7</td>
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<tr>
<td></td>
<td>• View: Word Study in Action: Building Metacognition</td>
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<td>• Supplemental Readings:</td>
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| Module 3  
Building Cognitive Pathways: Metacognition | Participate in class meetings  
Explore Metacognition Strategies:  
- Previewing Text  
- Questioning  
- Think Alouds  
- Rubrics  
- Concept Mapping  
- Note Taking Skills  
- Reflective Writing  
**Learning Goals Assignment Due**  
Read  
Birsh Chapter 8-10  
Supplemental Readings:  
Participate in class meeting  
Review Ba-da-bing: A Sentence Imitating Exercise  
**Discussion Board 1: Initial Post due, PR due,** |
| --- | --- |
| Module 4  
Multisensory Learning | Read  
Birsh Chapters 11, 14, 15, 16  
View:  
- Multi-Sensory Letter, Sound, and Word Activities Videos  
- Navajo Makerspace Video  
Participate in class meeting  
Supplemental Readings:  
- Miller (2020) Redesigning literacy through multisensory learning in school makerspaces.  
**Submit Journal #1 Due** |
<table>
<thead>
<tr>
<th>Module 5</th>
<th>Phonemic Awareness</th>
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<tbody>
<tr>
<td>Participate in class meeting</td>
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<tr>
<td><strong>Discussion Board 2: Initial Post PR due</strong></td>
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<tr>
<td>Participate in class meeting</td>
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<tr>
<td>Review Writing Survey and plan for administration</td>
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<tr>
<td>Read Words Their Way Chapter 1-3</td>
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<tr>
<td>View: Phonemic Awareness, Understanding Phonemic Awareness</td>
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<tr>
<td>Participate in class meetings</td>
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<td><strong>Submit Writing Survey Due</strong></td>
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<tr>
<th>Module 6</th>
<th>Early Literacy Understandings: Form and Function of Print, Decoding and Word Recognition</th>
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<tbody>
<tr>
<td>Read Words Their Way Chapters 4-5</td>
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<tr>
<td>View: Phonics, Understanding Phonics, Sorting Out Phonemic Awareness &amp; Phonics</td>
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<tr>
<td>Participate in class meeting Review Phonics Word Sort</td>
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<tr>
<td><strong>Discussion Board and Peer Review 3: Phonics Initial Post PR due</strong></td>
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<tr>
<td>Participate in class meeting</td>
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<tr>
<td>Review Lesson Plan format, TEKS and STR standards</td>
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<tr>
<td><strong>Words Their Way Inventory Analysis Due</strong></td>
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<tr>
<th>Module 7</th>
<th>Readers in Transition: Making Meaning</th>
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<tr>
<td>Read Words Their Way Chapters 6-7</td>
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<tr>
<td>Supplemental Readings: Kylene Beers Strategies for Different Readers</td>
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<tr>
<td>Participate in class meeting</td>
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<td><strong>Literacy Intervention Lesson Plan Due</strong></td>
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<tr>
<th>Module 8</th>
<th>Advanced Reading and Writers</th>
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<tbody>
<tr>
<td>Read Words Their Way Chapter 8</td>
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<tr>
<td>Review Resources: Reader’s Response Cube and Book Chats for Young Child</td>
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<tr>
<td>Read Aloud Group Text Selection Media Activity</td>
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<tr>
<td>Participate in class meetings</td>
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<tr>
<td><strong>Journal Reflection #2: Due</strong></td>
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<tr>
<td><strong>Text Features Lesson Plan Due</strong></td>
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<tr>
<th>Module 9</th>
<th>Reading and Writing Connection</th>
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<tr>
<td>Participate in class meeting</td>
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<td><strong>Discussion Board 4: Initial Post PR due</strong></td>
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<th>Module 10</th>
<th>Reflections</th>
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<tr>
<td>Participate in class meeting</td>
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<tr>
<td><strong>Personal Reflection Due</strong></td>
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**Final Exam WTW 4-8**
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Grading: All assignments are due on the date posted. Late work WILL NOT be accepted

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


