

ED 4315 Reading Diagnosis and Remediation Spring 2022 Syllabus

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Course Description

This course serves to prepare teachers and pre-service teachers to effectively utilize evidence-based literacy assessment and instructional strategies in their classrooms. Pre-service teachers will learn literacy assessment tools and techniques to identify students' strengths and needs. The course will also cover strategies to plan for effective intervention that enhance student literacy development. Students will demonstrate assessment, instruction, and intervention related to early literacy, fluency, vocabulary instruction and comprehension. Diagnosis of specific learning needs related to reading will also be examined.

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. **Student will demonstrate use of multiple methods and strategies to achieve a goal.**
3. **Students will demonstrate the effective use of technology in educational practices.**

Performance Standards, Goals, and Learning Objectives

Educator Standards: Students need to have a full copy of the Science of Teaching Reading Standards in Educator Standards: Students need to have a full copy of the Science of Teaching Reading Standards in a binder. The following domains and competencies will be covered in this class.

STR Standards and Competencies:

- **Domain I:** Comp. 1 (001.A, 001.B, 001.C, 001.D, 001.E, 001.F, 001.G, 001.H, 001.I, 001.J, 001.K, 001.L, 001.M, 001.N, 001.O, 001.Q); Comp. 2 (002.A, 002.B, 002.C, 002.E, 002.F, 002.G, 002.H, 002.I, 002.J, 002.K)
- **Domain 2:** Comp. 3 (003.A, 003.B); Comp. 6 (006A, 006B)
- **Domain 3:** Comp 11 (011A, 011 B); Comp. 12 (012B)
- **Domain 4:** Comp. 13 (013A, 013B, 013C, 013D, 013.E)

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.

Required Texts

Reutzel, D.R., & Cooter, R.B. Strategies for reading assessment and instruction: Helping every child to succeed. (6th ed.). Boston: Pearson Allyn Bacon.

Birdseye, T. (1996). Just call me stupid. New York: Penguin Putnam.

American Psychological Association (2020). Publication manual of the American psychological association (7th ed.). Washington, DC.

Additional Needed Supplies:

1. stopwatch (phone will work)
2. audio recorder (phone will work; it will be up to you to find the reliable app)
3. Binder and Dividers

Additional Materials Provided to Students:

University of Oregon (2020). 8th Edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS®). Eugene, OR: University of Oregon. Available: <https://dibels.uoregon.edu>

Texas Education Agency (TEA). (2014). Technical report TPRI (2010-2014 edition). Retrieved from <http://www.tpri.org/resources/documents/20102014TechnicalReport.pdf>.

Montroy, J. J., Zucker, T. A., Assel, M. M., Landry, S. H., Anthony, J. L., Williams, J. M., ... & Taylor, H. B. (2020). The Texas kindergarten entry assessment: Development, psychometrics, and scale-up of a comprehensive screener. *Early Education and Development*, 1-38.

Course Format

- This is a 16-week face-to-face course, with a mix of face-to-face, Blackboard Collaborate, and online learning activities. 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 when possible, get at least one module ahead in preparation.
- 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.**

Course Assignments

Syllabus Quiz (10 points extra)

This activity is used to assess your review of syllabus information and course expectations. It serves as an introduction to not only content, but course processes. It is imperative that you review the syllabus in its entirety prior to beginning the quiz.

Learning Goals Assignment (40 Points) and Personal Reflection (40)

Using the Science of Reading (STR) standards, identify personal learning goals and objectives in a written 400-word assignment. The Bb module will provide instruction on using the SMART goal process. Ensure that learning goals and objectives 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 Discussion Board Assignment: (20 Points)

Get to know your classmates! Each candidate will introduce themselves in a self-selected mode of presentation. Make your introduction as interactive as possible by using your choice of media tools (power point, screencast, YouTube, PowToon, etc.) In your introduction, please tell us the following: where you are located, pertinent experiences with school, goals for the semester, fun fact and a picture of you or an avatar that represents you if you are not using a video presentation. Once you posted your introduction, view posts of your fellow colleagues, find someone you have something in common with and find someone who intrigues you and reply to both their original posts explaining what you have in common and why you are intrigued.

Just Call Me Stupid Reflection Essay (200 Points)

Candidates will reflect on Tom Birdseye's (1996) book Just Call Me Stupid. The main character Patrick Lowe is a fifth-grade student who cannot read. At this stage in life, the inability to read becomes an emotional burden. In your role as a teacher, you will have the opportunity to work with students like Patrick. Discuss and think about the following questions. What message does this story send to a future educator? What would you do to help Patrick learn to read and further his literacy development? How would you respond to Patrick's additional needs? Be specific. Quote the book to support viewpoints following APA format. Include specific strategies and comments on specific ways to assess and respond to Patrick's needs.

Discussion Board and Peer Review Assignments: (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 300-500 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. 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.

DIBELS Assessment Activity (200 Points)

Candidates will complete training, practice, and administer the DIBELS assessment activity to a 2-5th grade struggling reader. A formal 500-600 word academic report analyzing strengths, weaknesses, and research-based intervention approaches. As with the previous reporting of data, results should be written with the intent to be communicated with families and stakeholders. <https://dibels.uoregon.edu/>

TPRI Student Analysis Activity (100 Points) ~ Refer to Domain IV, Competency 13

Exemplar

After reviewing the exemplar model, candidates will receive a data set representing a kindergarten or 1st grade student's TPRI results. Each candidate will present a 500- 600-word academic report analyzing the student's strengths, weaknesses, and research-based intervention approaches. Candidates must support with evidence from the TPRI. Refer to the STR open-construct rubric for scoring guidelines. <https://www.tpri.org>

Quizzes (200 points)

There are 8 quizzes that cover the Reutzel & Cooter text content. The quiz dates are posted in your schedule and will be completed in Blackboard.

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 posts 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.

Course Assignments & Schedule

Assignments are due by 10:00PM of the due date. Late work will not be accepted.

Module	Assignments	Due Date
Welcome	<input type="checkbox"/> Review Syllabus <input type="checkbox"/> Syllabus Quiz	Jan. 12th
Module 1: Introduction to Literacy Assessment	<input type="checkbox"/> Review STR Standards <input type="checkbox"/> Module Readings <input type="checkbox"/> View Video: Types of Assessments <input type="checkbox"/> Class Introduction <input type="checkbox"/> Learning Goals <input type="checkbox"/> Quiz 1	Jan. 15th Jan. 22nd Jan. 26th
Module 2: Purpose and Types of Literacy Assessments	<input type="checkbox"/> Module Readings <input type="checkbox"/> View Videos <input type="checkbox"/> Discussion Board 1 <input type="checkbox"/> Quiz 2	Feb. 5th Feb. 2nd
Module 3: Oral Language and Listening	<input type="checkbox"/> Module Readings <input type="checkbox"/> Review Oral Language Folder <input type="checkbox"/> Watch ELL Video <input type="checkbox"/> Discussion Board 2 <input type="checkbox"/> Quiz 3	Feb. 12th Feb. 9th
Module 4: Struggling Readers	<input type="checkbox"/> Read/Review Dyslexia Handbook <input type="checkbox"/> Complete ELPs Training <input type="checkbox"/> Just Call Me Stupid Essay	Feb. 19th
Module 5: Early Literacy Skills	<input type="checkbox"/> Module Readings <input type="checkbox"/> View Videos <input type="checkbox"/> Discussion Board 3 <input type="checkbox"/> Quiz 4	Feb. 26th Feb. 23rd
Module 6: Phonics, Decoding and Word Recognition	<input type="checkbox"/> Module Readings <input type="checkbox"/> Phonics Quick Test <input type="checkbox"/> Quiz 5 (two parts)	March 5th March 2nd
Module 7: Reading Fluency and Vocabulary	<input type="checkbox"/> Module Readings <input type="checkbox"/> View Videos <input type="checkbox"/> View DIBELS Assessment Info <input type="checkbox"/> Discussion Board 4 <input type="checkbox"/> Quiz 6	April 2nd March 30th
Module 8: Reading Comprehension	<input type="checkbox"/> Module Readings <input type="checkbox"/> View Videos <input type="checkbox"/> Review DIBELS Documents/Practice <input type="checkbox"/> Quiz 7	April 13th
Module 9: Bridging the Gap	<input type="checkbox"/> Module Readings <input type="checkbox"/> TPRI Info <input type="checkbox"/> DIBELS Assessment Activity <input type="checkbox"/> Quiz 8	April 23rd April 20th
Module 10: Final Reflections	<input type="checkbox"/> TPRI Analysis <input type="checkbox"/> Personal Reflection	April 30th May 2nd

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

University and Course Policies

Classroom Demeanor. Candidates are expected to maintain professional and courteous behavior at all times. This includes being respectful to other both your peers and the instructor, arriving on time, being attentive, and following ethical behavior as outlined in the TEA Educator Code of Ethics. 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.

Blackboard Collaborate Etiquette for Classes

1. Join the meeting early – Show your respect for the other meeting attendees, join the meeting up to five (5) minutes before it is scheduled to start.

2. Dress appropriately – One of the magical things about working remotely is the freedom to wear anything to work. It's the dream, right? Still, there is no reason to show your fellow students your PJs and bedhead. Take a few minutes to throw on a clean shirt and brush your hair. The best part of actually getting ready while attending class remotely is that you will put yourself in the right headspace to be productive.

3. Be aware of your surroundings – Your fellow students will not be able to hear your ideas or take you seriously when there is a pile of dirty clothes in the corner behind you. You also want to avoid looking like you work from the inside of a cave because of bad lighting. Adjust your work setup so that you face a window or are exposed to plenty of light. And make sure your background is professional and work appropriate. This means:

- No beds (unmade or made) in the background
- No messy rooms or open closets where everyone can see your clutter
- No NSFW artwork

While kids and pets are adorable (and a much needed distraction when you're feeling overwhelmed), your fellow students will not love having to talk over a screaming child or barking dog. So, be mindful of noise.

4. Mute your microphone when you are not talking – There is nothing more frustrating than hearing that alien echo noise from conflicting microphones. Save everyone from the ear-splitting madness by joining the meeting while on mute. Unless you live alone, your house is probably pretty noisy these days. Muting your microphone when you're not speaking gives other participants the ability to chime in and share their thoughts without distraction or frustration.

5. Have your camera turned on – Remember to look into the camera when talking instead of looking at yourself. If you are looking at yourself on the screen while you are talking, it will seem like your attention is elsewhere. Direct eye contact into the camera while speaking gives attendees the impression that you are looking at them rather than off to the side, which creates an environment where everyone feels engaged and present in the conversation. Again, as much as possible, position your web camera and monitor at eye level so you can look into the camera and

simulate that eye-to-eye connection with other attendees. If you are sharing a screen to discuss a report, chart, worksheet, etc., try to place the image on your screen close to your webcam, this will help your eyes align with the camera.

6. Speak up – Don't be afraid to project your voice. Your classmates will appreciate being able to hear you without having to strain their ears or turn their volume all the way up.

7. Stay seated, focused and stay present – It may be tempting to check your inbox or carry on a side conversation during a dull moment in a meeting, but don't do it. You might miss out on key information or an opportunity to give input. If you are using your webcam, use attentive body language: sit up straight, do not make big extraneous movements, and do not let your eyes wander too much.

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 advised 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 January 26th, 2022 (without creating academic record), February 3rd, 2022 (for Education Block courses/receive a 'W'), or March 28th, 2022 by 4 p.m.

Academic Integrity. Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/about/administration/university-policies/> (select SRSU Student Handbook, page 88). 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.

Attendance. Attending scheduled synchronous class meetings is a course requirement. There is no distinction between excused and unexcused absences.

Class Demeanor. Candidates are expected to maintain professional and courteous behavior at all times. This includes being respectful to other both your peers and the instructor, arriving on time, being attentive, and following ethical behavior as outlined in the [TEA Educator Code of Ethics](#).

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as 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. 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. Directions for filing a student complaint are located in the student handbook.

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 Bryan Wildenthal Memorial Library in Alpine. 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 logging in with your LoboID and password. 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.

Alpine Disability Statement. 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. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, 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 mschwartz@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, SUI Ross State University, Alpine, Texas, 79832.

Any student who because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. If an accommodation is needed, students must present their accommodation letter, obtained from Accessibility Services, as soon as possible. Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received. Accessibility Services is in Ferguson Hall room 112. You can make an appointment by calling Mary Schwartze Grisham at 432 837-8203.

RGC Disability Statement. 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).

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.

Copyright Notice. My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course Bb page, I will ask for your written permission. ©2022

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 students;
- (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.

§235.15. Science of Teaching Reading Standards, Early Childhood: Prekindergarten-Grade 3.

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.

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

University of Oregon (2020). 8th Edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS®). Eugene, OR: University of Oregon. Available: <https://dibels.uoregon.edu>

Texas Education Agency (TEA). (2014). Technical report TPRI (2010-2014 edition). Retrieved from <http://www.tpri.org/resources/documents/20102014TechnicalReport.pdf>.

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American Psychological Association (2020). *Publication manual of the American psychological association* (7th ed.). Washington, DC.

Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008). Clarifying differences between reading skills and reading strategies. *The reading teacher*, 61(5), 364-373.

Bear, D., Invernizzi, M., Templeton, S., Johnston, F. (2012). *Words Their Way. FIFTH EDITION*). Upper Saddle River, NJ: Pearson – Prentice Hall.

Christie, J. F., Enz, B. J., Vukelich, C., & Roskos, K. A. (2014). *Teaching language and literacy: Preschool through the elementary grades*. Boston: Pearson.

Jones, J. S., Conradi, K., & Amendum, S. J. (2016). Matching interventions to reading needs: A case for differentiation. *The Reading Teacher*, 70(3), 307-316.

National Reading Panel (2000) *Report of the national reading panel: teaching children to read*.

Bethesda, MD: National Institute for Child Health and Development.

Scharlach, T. D. (2008). START comprehending: students and teachers actively reading text. *The Reading Teacher*, 62(1), 20-31.

Munger, K. A. (2016). 5. Types of Literacy Assessment: Principles, Procedures, and

Applications. Steps to Success: Crossing the Bridge Between Literacy Research and Practice.

Lupo, S. M., Berry, A., Thacker, E., Sawyer, A., & Merritt, J. (2020). Rethinking Text Sets to Support Knowledge Building and Interdisciplinary Learning. *The Reading Teacher*, 73(4), 513-524.