

EDUA/EDSR 4313 Reading Comprehension and Enrichment Fall 2024 Syllabus

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Course Description

An intensive examination of the development and teaching of phonics, word identification, vocabulary, and structural analysis related to the development of reading comprehension for all readers. His course will prepare candidates to provide multisensory instruction and culturally responsive intervention in the following areas: vocabulary development, critical-analytical reading, research-based strategies, and metacognitive approaches to assist with understanding varied 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.

Prerequisites: EDUA/EDSR 4308

Required Texts

Bear, D. R., Invernizzi, M., Templeton, S. Johnston, S. (2020). Words their way: Word study for phonics, vocabulary, and spelling instruction. Upper Saddle River, N.J: Merrill. (7th ed).

Gehsmann, K., & Templeton, S. (2021). Teaching Reading and Writing (2nd ed.). Pearson Education (US). <https://bookshelf.vitalsource.com/books/9780134985015>

Student Learning Outcomes

- SLO 1- Candidates will observe and identify the range of individual developmental differences that characterize students in early childhood through grade 6.
- SLO - 2 Candidates will identify instructional strategies to analyze children's strengths and needs for planning instruction.
- SLO - 3 Candidates will identify and select pertinent materials and resources including technological resources to enhance student learning and engagement in the planning process.

Marketable Skills

1. Candidates will acquire public speaking skills to a variety of audiences.
2. Candidates will acquire writing skills for lesson plans and other scholarly documents.
3. Candidates will acquire organizational skills to effectively manage time and meet deadlines.
4. Candidates understand human growth and development.
5. Candidates recognize the influence of diverse social-cultural factors.

6. Candidates utilize multiple methods and strategies to achieve a goal.
7. Candidates effectively use technology.

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.N, 001.O, 001.P, 001.Q, 001.R, 001.S); Comp. 2 (002.A, 002.B, 002.C, 002.D, F, 002.H, 002.I, 002.J, 002.K)
- **Domain II:** Comp. 3 (003.E, 003.F, 003.I, 003K, 003L); Comp. 4 (004.A, 004.B, 004.C, 004.D, 004.E, 004.F, 004.G, 004.H, 004.I, 004.J); Comp. 5 (005.D, 005.E, 005.G, 005.J); Comp. 6 (006A, 006B, 006C, 006D, 006E, 006F, 006G, 006H, 006I, 006J, 006K, 006L, 006M); Comp. 7(007A, 007B, 007C, 007D, 007E, 007F, 007G, 007H, 007I, 007J); Comp 8 (008A, 008B, 008C, 008D, 008E, 008F, 008G, 008H, 008I, 008J)
- **Domain III:** 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, 012I)
- **Domain IV:** Comp. 13 (013A, 013B, 013C, 013D, 013E, 013F, 013G)

Course Format

This is an asynchronous class, meaning all work will be completed through Blackboard (no live instruction). You will find all course information and assignments in Blackboard. The course contains module readings, videos, discussions, quizzes, and written assignments. Instruction will be delivered through reading materials and video support.

Course Expectations

The instructor will:

- ⇒ Provide weekly communication and check-ins with students via announcements, videos, or email.
- ⇒ Be available during office hours posted in syllabus.
- ⇒ Respond to student emails within 24-48 hours of receipt during the hours of 9:00AM-5:00PM, Monday-Friday. Weekend communication will occur as available.
- ⇒ Provide grades/feedback to assignments within one week of the submission due date.
- ⇒ Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
- ⇒ Provide a range of opportunities to engage in the course content in a meaningful way.
- ⇒ Listen to student feedback and adjust the course as needed to meet the needs of the students.

The successful student:

- ⇒ Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- ⇒ Will complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
- ⇒ Will engage in the course, with their peers, and the instructor with open communication and active participation.
- ⇒ Will be respectful in their communication with the professor and classmates.

- ⇒ Will respond to professor communication in a timely manner.
- ⇒ Will not plagiarize and will demonstrate integrity in all their work.
- ⇒ Will be proactive and resourceful to problem solve in case of internet or technical issues.

Course Assignments

All Written Assignments: *To comply with course standards and requirements all written assignments should reflect all aspects of the project, be free of grammatical errors, well organized, and **typed double-spaced using a 12-point Times New Roman font.** All written assignments that contain references should follow the guidelines indicated by the *Publication Manual of the American Psychological Association (7th edition)*.*

Class Introduction Discussion Board Assignment: (50 Points)

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, goals for the semester, what you remember about learning to read at home/school, a positive impact a teacher made on you, fun fact and a picture of (if you are not using a video presentation). Once you have posted your introduction, view posts of your fellow colleagues, and write a comment to at least two classmates.

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 instruction. Discussion Forums are opportunities to extend thinking and share perspectives. A typical discussion forum post should be between 300-500 words.

Phonics Concepts Test (100 Points)

Candidates will complete a Phonics Concepts Test and are required to obtain a minimum score of 80% accuracy to pass this class. Candidates may take the test up to 3 times, if necessary. If you fail this test, you must reach out to me for an alternative assignment requirement.

Quizzes (2 @ 50 points each=100 points)

There are 2 quizzes for this course. Each quiz will cover textbook material as well as lecture content. The quiz dates are posted in your schedule and will be completed in Blackboard.

Words Their Way Spelling Inventory (100 points)

Candidates will review and score the Words Their Way ESI inventory of a 2nd grade student. Candidates will then analyze the data and craft a 300-500-word report that would inform stakeholders of the student's strengths, weaknesses, and a research-based plan to address the student's word development needs.

Intervention Lesson Plan (100 Points)

Based on the results of the spelling inventory, candidates will create a lesson plan using research-based strategies and best practices for promoting young children's spelling development.

Final Exam (100 points)

Candidates will complete a final exam covering all material.

Course Assignments & Schedule

Assignments are due by 10:00PM (CT) on the due date.

Module	Assignments	Due Date
Module 1: Foundations of Literacy Learning & Effective Instruction Aug. 26th – Sept. 8th	<ul style="list-style-type: none"> • Review Syllabus • Review STR Standards & TEKS • Read Gehsmann Textbook Ch. 1-4 • Watch Videos • Class Intro DB 	Sept. 4th
Module 2: Executive Function & Multisensory Learning Sept. 9th – Sept. 15th	<ul style="list-style-type: none"> • Read Articles • Watch Videos • DB #1 • Quiz #1 	Sept. 11th Sept. 15th
Module 3: Developmental Word Knowledge Sept. 16th – Sept. 29th	<ul style="list-style-type: none"> • Read Word Their Way Textbook Ch. 1-3 • Watch Videos • DB #2 	Sept. 29th
Module 4: Word Study for Emergent Readers & Writers Sept. 30th – Oct. 6th	<ul style="list-style-type: none"> • Read WTW Textbook Ch. 4 & Gehsmann Textbook Ch. 6 • Watch Videos • Phonics Concepts Test 	Oct. 6th
Module 5: Word Study for Beginning Readers & Writers Oct. 7th – Oct. 20th	<ul style="list-style-type: none"> • Read WTW Textbook Ch. 5 & Gehsmann Textbook Ch. 7 • Watch Videos • WTW Inventory 	Oct. 20th
Module 6: Word Study for Transitional Readers & Writers Oct. 21st – Nov. 3rd	<ul style="list-style-type: none"> • Read WTW Textbook Ch. 6 & Gehsmann Textbook Ch. 8 • Watch Videos • DB #3 • Intervention Lesson Plan 	Oct. 27th Nov. 3rd
Module 7: Word Study for Intermediate Readers & Writers Nov. 4th – Nov. 10th	<ul style="list-style-type: none"> • Read WTW Textbook Ch. 7 & Gehsmann Textbook Ch. 9 • Watch Videos • Quiz #2 	Nov. 10th
Module 8: Word Study for Proficient Readers & Writers Nov. 11th – Nov. 17th	<ul style="list-style-type: none"> • Read WTW Textbook Ch. 8 & Gehsmann Textbook Ch. 10 • Watch Videos • DB #4 	Nov. 17th
Module 9: Literacy Instruction for English Learners & Struggling Readers Nov. 18th – Dec. 6th Nov. 25th – Nov. 30th Thanksgiving Break	<ul style="list-style-type: none"> • Read Gehsmann Textbook Ch. 5 & 11 • Watch Videos • Final Exam 	Dec. 3rd

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

Grading Policy

No late work accepted without prior approval from the instructor. If you have a dyer emergency and cannot get your work in by the deadline, please email me as soon as possible, so we can discuss the ramifications. ALL late work grades will be reduced and will not receive the full grade/points. If there is no communication about the late work, the grade will be a 0.

Grading Scale:

- A= 90-100%
- B= 80- 89%
- C= 70- 79%
- D= 60- 69%
- F= less than 69%

TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 228 REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS

§228.57. 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 (EPP) shall rely on scientifically based research to ensure educator effectiveness and include opportunities for candidate practice in increasingly more authentic and developmentally rigorous ways, including analysis, representations, and enactments of instructional pedagogies and opportunities to receive feedback and adjust practice during coursework, training and field-based and clinical experiences.
- (c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:
 - (1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics) as well as Chapter 249, Subchapter B, of this title (relating to Enforcement Actions and Guidelines), which include:
 - (A) professional ethical conduct, practices, and performance;
 - (B) ethical conduct toward professional colleagues; and
 - (C) ethical conduct toward students;
 - (2) instruction in detection and education of students with dyslexia by an approved provider as indicated in Texas Education Code (TEC), §21.044(b);
 - (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in TEC, §21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice-based program or research-based practice;
 - (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students in this state, including students with disabilities;
 - (5) the importance of building strong classroom management skills;
 - (6) the framework in this state for teacher and principal evaluation;
 - (7) appropriate relationships, boundaries, and communications between educators and students;
 - (8) instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:

- (A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;
- (B) provide effective, evidence-based strategies to determine a person's degree of digital literacy;
- (C) cover best practices in:
 - (i) assessing students receiving virtual instruction, based on academic progress; and
 - (ii) developing a virtual learning curriculum; and
- (D) include resources to address any deficiencies identified by the digital literacy evaluation;
- (9) instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC §21.044(a-1)(1)-(3); and
- (10) instruction in the open education resources instructional materials included on the list of approved instructional materials maintained by the State Board for Education under TEC, §31.022, in each subject area and grade level covered by the candidate's certification category, as required under TEC, §21.044(a-1)(4). A preparation program may not include instruction on the use of instructional materials that incorporate the method of three-cueing, as defined by TEC, §28.0062(a-1), into foundational skills reading instruction, as required under TEC, §21.044(h).
- (d) The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:
 - (1) the relevant TEKS, including the English Language Proficiency Standards;
 - (2) reading instruction, including instruction that improves students' content-area literacy;
 - (3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and
 - (4) the skills and competencies as prescribed in Chapter 235 of this title (relating to Classroom Teacher Certification Standards) and captured in the Texas teacher standards in Chapter 149, Subchapter AA, of Part 2 of this title (relating to Teacher Standards).
- (e) The following educator content standards from Chapter 235 of this title shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3:
 - (1) child development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards;
 - (2) Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and
 - (3) Science of Teaching Reading Standards.
- (f) For candidates seeking certification in the Principal certification class, the curriculum shall also include the skills and competencies captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of Part 2 of this title (relating to Administrator Standards).

§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.

Texas Pre-K

Guidelines: https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf

University and Course Policies

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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 Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/srsu). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Library Information

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).

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.

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.

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.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may 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 a supportive 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.

The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

Bear, D. R., Invernizzi, M., Templeton, Sh. Johnston, S. (2020). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, N.J: Merrill. (6th ed.). ISBN: 9780-133996333.

Birsh, J. (2018). *Multisensory teaching of basic language skills*. Baltimore, Maryland: Paul H. Brookes Publishing. (4th ed).

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Graham, S. & Perin, D, (2007) *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. A report to the Carnegie Corporation of New York.

Kamala, R. (2014). Multisensory approach to reading skills of dyslexic students. *IOSR Journal of Humanities and Social Science*, 19(5), 32-34.

Magnusson, C. G., Roe, A., & Blikstad-Balas, M. (2019). To what extent and how are reading comprehension strategies part of language arts instruction? A study of lower secondary classrooms. *Reading Research Quarterly*, 54(2), 187-212.

Miller, J., Tomas, T., Maryboy, N., & Begay, D. (2018). A Rural Navajo Reservation Makerspace. *Dimensions*, (September/October), 50–52.

Sarudin, N. A. A., Hashim, H., & Yunus, M. Md. (2019). Multi-Sensory Approach: How It Helps in Improving Words Recognition? *Creative Education*, 10, 3186-3194.

Von Drasek, L. (2018). Writing Boxes: The Reading/Writing Connection Supporting Literacy in the Library. *Children and Libraries*, 16(1), 8-13.