

EDUA 4315 Reading Diagnosis and Remediation

Spring 2025 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.

Required Text

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.

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.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 II:** Comp. 3 (003.A, 003.B); Comp. 6 (006A, 006B)
- **Domain III:** Comp 11 (011A, 011 B); Comp. 12 (012B)
- **Domain IV:** Comp. 13 (013A, 013B, 013C, 013D, 013.E)

Course Format

ALL students will attend class via Blackboard Collaborate for live instruction. You will find all the information in Blackboard. The course contains module readings, discussions, and written assignments. Instruction will be delivered through lecture notes, Bb collaboration, and individual/group discussions when working with projects.

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-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 should follow the guidelines indicated by the Publication Manual of the American Psychological Association (7th edition).

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 (100 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 (100 Points)

Candidates will complete training on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Students will be provided with DIBELS assessment results and analyze those results. A formal 500-600 word academic report analyzing strengths, weaknesses, and research-based intervention approaches will be written. 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)

After reviewing the exemplar model, candidates will receive a data set representing a kindergarten 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 (210 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. There will also be a phonics quick test to assess your phonics skills.

Class Participation (100 points)

Candidates are expected to attend class meetings and participate in class discussions. The candidate will demonstrate excellent participation, offer analysis and synthesis of article readings, and add to the development of ideas.

240 Tutoring (100 points)

As part of this course, you will prep for your STR certification exam. You will work through 240 Tutoring and will need to take the Science of Teaching Reading #293 practice test. If you meet requirements, you will then request to take your certification exam. If you do not meet requirements, you will be given directions for further study prep. Your grade will be based on time and effort put into 240 Tutoring. Specific instructions on how to do this are in Blackboard.

240 Tutoring: As part of this course, you will need to complete 240 Tutoring for the TExES Science of Teaching Reading exam. Please plan to dedicate time each week to work through the program's study guide.

If you do not already have a 240 Tutoring account, please reach out to Alejandra Maldonado (alejandra.maldonado@sulross.edu) to get an account. Once you have your account, you will enroll in the TExES Science of Teaching Reading (293) course and take the diagnostic test. **Diagnostic Test:** Also known as your “[Plan to Pass](#)” is located inside your study guide in the left-hand corner. It is designed to create a personalized study plan so you know exactly what to study to pass your exam! This plan will help structure your studies and focus your preparation.

Please utilize the study guide and take your time to learn the material. Once you have completed the study guide (including quizzes etc.), you will take the practice test. You must score a 90% or higher on the PRACTICE TEST to get testing approval.

You will reach out to Susan Land (sharper@sulross.edu) if you are in Uvalde, Del Rio, or Eagle Pass for test approval or Madison Owen (madison.owen@sulross.edu) if you are in Alpine.

Course Assignments & Schedule

Assignments are due by 10:00PM (CT) on the due date. Late work will not be accepted.

Module	Assignments
Module 1: Introduction to Literacy Assessment Jan. 20th - Jan. 26th	Review Syllabus Review STR Standards & TEKS Read Textbook Ch. 1 & Begin <i>Just Call Me Stupid</i> Read Munger Article Watch Video Class Intro DB Ch. 1 Quiz
Module 2: Differentiating Reading Instruction Jan. 27th - Feb. 2nd	Read Ch. 2 & Continue JCMS Watch Videos Assessment DB Ch. 2 Quiz
Module 3: Oral Language and Listening Feb. 3rd - Feb. 9th	Read Ch. 3 & Complete JCMS Watch Video Review Oral Language Assessment Folder Oral Language DB Ch. 3 Quiz
Module 4: Struggling Readers Feb. 10th - Feb. 23rd	Read/review Dyslexia Handbook <i>Just Call Me Stupid</i> Essay

Module 5: Early Literacy Skills Feb. 24th - March 9th	Read Ch. 4 Watch Videos Review TPRI Information Phonemic DB Ch. 4 Quiz TPRI Analysis
Module 6: Phonics, Decoding and Word Recognition March 10th - March 16th March 17th - March 23rd Spring Break	Read Ch.5 Phonics Quick Test Ch. 5 Quiz
Module 7: Reading Fluency and Vocabulary March 24th - March 30th	Read Ch. 6 & 7 Read Article Watch Videos Review DIBELS Info Vocabulary DB Ch. 6/7 Quiz
Module 8: Reading Comprehension March 31st - April 13th	Read Ch. 8 & 9 Read Articles Watch Videos Ch. 8/9 Quiz
Module 9: Bridging the Gap & Final Reflections April 21st - May 7th	Read Ch. 10 DIBELS Assessment Ch. 10 Quiz 240 Tutoring Completion

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 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.

§235.15. Science of Teaching Reading Standards, Early Childhood: PrekindergartenGrade 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.

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 a 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. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

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.

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

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

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

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

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

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.

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.

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.

Munger, K. A. (2016). 5. Types of Literacy Assessment: Principles, Procedures, and Applications. *Steps to Success: Crossing the Bridge Between Literacy Research and Practice*.

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

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

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

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>