




Syllabus | EDUA/EDSR 4315 Reading Diagnosis and Remediation

Fall 2025 Syllabus

August 25, 2025 – December 10, 2025

<p>Cynde Wadley, Ed.D. Adjunct Professor <u>cynthia.wadley@sulross.edu</u> 325-829-4085 (Cell)</p>		<p>Virtual Office Hours</p> <p>W/TH/F 5:00 p.m. – 9:00 p.m. (Alpine, CST)</p> <p>W/TH/F 4:00 p.m. – 8:00 p.m. (El Paso, MST)</p> <p>If the above times are inconvenient, please don't hesitate to contact me to set up an alternative time, and we will meet via Teams.</p>
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Course Description

This course prepares 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, and plan for effective interventions that enhance student literacy development. Topics include early literacy, fluency, vocabulary, comprehension, diagnosis of learning needs, and differentiated instruction. Students will demonstrate assessment, instruction, and intervention practices aligned with the Science of Teaching Reading Standards and Texas Essential Knowledge and Skills (TEKS).

Prerequisite: EDUA/EDSR 4308

Required Text

Reutzel, D. R., & Cooter, R. B. (2020). *Strategies for reading assessment and instruction: Helping every child to succeed* (6th ed.). Boston: Pearson Allyn Bacon.

Marketable Skills

- Candidates will acquire public speaking skills to a variety of audiences.
- Candidates will acquire writing skills for lesson plans and scholarly documents.
- Candidates will acquire organizational skills to effectively manage time and deadlines.
- Candidates will understand human growth and development.
- Candidates will recognize the influence of diverse social-cultural factors.
- Candidates will utilize multiple methods and strategies to achieve instructional goals.
- Candidates will effectively use technology.

Science of Teaching Reading Standards (19 TAC §235.101)

Domain I: Reading Pedagogy

- **Comp 001:**
Foundational concepts, principles, and best practices related to the science of teaching reading. (001.A–S)
- **Comp 002:**
Foundational concepts, principles, and best practices related to reading assessment. (002.A, 002.B, 002.D, 002.I, 002.J)

Domain II: Reading Development – Foundational Skills

- **Comp 003:**
Oral language development & second-language acquisition (003.A–L)
- **Comp 004:**
Phonological & phonemic awareness (004.A–J)
- **Comp 005:**
Print concepts & alphabet knowledge (005.A–K)
- **Comp 006:**
Phonics & word identification (006.A–E, 006.G)
- **Comp 007:**
Syllabication & morphemic analysis (007.A)
- **Comp 008:**
Reading fluency (008.A–J)

Domain III: Reading Development – Comprehension

- **Comp 009:**
Vocabulary development (009.E–G)

Educator Preparation Curriculum (19 TAC §228.30 / §228.57)

This course aligns with Texas Educator Preparation Program requirements, ensuring candidates are prepared in:

- Ethical conduct and Educator Code of Ethics

- Instruction in the detection of dyslexia, mental health, and evidence-based inclusive practices
- Building classroom management skills
- Pedagogy, differentiated instruction, and integration of instructional technology
- Reading instruction aligned to TEKS and Texas Prekindergarten Guidelines
- Evidence-based practices, including prohibition of the three-cueing method per TEC §21.044(h)

Course Format

This is a hybrid course, meaning there is live instruction and asynchronous work. ALL students will attend class via Blackboard Collaborate for live instruction once a week on Wednesdays from 6:00-8:00 PM. 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 lecture notes, Bb collaboration, and individual/group discussions. It is very important that you do not fall behind and that you regularly check your email and Blackboard for communication.

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 Learning Outcomes (CLOs)

CLO 1: Literacy Assessment & Diagnosis

Administer, interpret, and analyze a range of literacy assessments (e.g., DIBELS, TPRI, running records) to identify students' strengths and areas of need.

CLO 2: Data-Informed Instruction

Design and implement intervention plans based on assessment data to address diverse learner needs, including emergent bilinguals and struggling readers.

CLO 3: Evidence-Based Literacy Instruction

Apply research-based strategies in phonological awareness, phonics, fluency, vocabulary, and comprehension to improve student outcomes.

CLO 4: Lesson Design & Instructional Delivery

Develop and deliver standards-based lesson plans (TEKS/Pre-K Guidelines) that integrate differentiated instruction and technology.

CLO 5: Classroom Management & Learning Environment

Demonstrate effective classroom management principles that foster positive, inclusive, literacy-rich environments.

CLO 6: Professional Reflection & Communication

Engage in reflective practice and communicate assessment results, strategies, and progress effectively with families and colleagues.

Student Learning Outcomes (SLOs)

SLO 1:

Design and deliver comprehensive lesson plans that align with learning standards, incorporate differentiated instruction, and demonstrate effective teaching strategies.

- Measured by rubric-based evaluation of submitted lesson plans and observed teaching demonstrations.

SLO 2:

Identify, explain, and apply a variety of evidence-based instructional strategies to support diverse learners.

- Measured by lesson plan development, peer teaching, and reflective analysis.

SLO 3:

Design, implement, and analyze a variety of formative and summative assessments aligned with learning objectives, using data to inform instructional decisions and support diverse learners.

- Measured by assessment analysis projects, DIBELS/TPRI activities, and quizzes.

SLO 4:

Demonstrate knowledge of effective classroom management principles by designing a comprehensive classroom management plan.

- Measured by lesson plan breakdowns, classroom management assignments, and the final project.

Alignment Matrix

This matrix aligns Course Learning Outcomes (CLOs) with Student Learning Outcomes (SLOs), Science of Teaching Reading (STR) Standards (19 TAC §235.101), and course Assignments/Assessments for EDUA/EDSR 4315: Reading Diagnosis and Remediation.

Course Learning Outcomes (CLOs)	Student Learning Outcomes (SLOs)	STR Standards (19 TAC §235.101)	Assignments / Assessments
CLO 1: Literacy Assessment & Diagnosis Administer, interpret, and analyze a range of literacy assessments (e.g., DIBELS, TPRI, running records) to identify students' strengths and areas of need.	SLO 3: Design, implement, and analyze formative/summative assessments using data to inform instruction.	Domain I: Comp 002 (Reading Assessment) Domain II: Comp 004–006, 008 (PA, phonics, decoding, fluency)	DIBELS Assessment Report TPRI Student Analysis Quizzes Assessment Analysis Projects

CLO 2: Data-Informed Instruction Design and implement intervention plans based on assessment data to address diverse learner needs, including emergent bilinguals and struggling readers.	SLO 2: Identify, explain, and apply evidence-based instructional strategies to support diverse learners.	Domain I: Comp 001–002 Domain II: Comp 003–008 Domain III: Comp 009	Reflective Analyses Lesson Plan Development RTI Discussion Board Final Project
CLO 3: Evidence-Based Literacy Instruction Apply research-based strategies in phonological awareness, phonics, fluency, vocabulary, and comprehension to improve student outcomes.	SLO 1: Design and deliver lesson plans aligned with standards, incorporating differentiation and strategies.	Domain II: Comp 003–008 (Oral language, PA, phonics, fluency) Domain III: Comp 009 (Vocabulary/Comprehension)	Weekly Lesson Plan Breakdowns Final Lesson Plan Project Peer Teaching
CLO 4: Lesson Design & Instructional Delivery Develop and deliver standards-based lesson plans (TEKS/Pre-K Guidelines) that integrate differentiated instruction and technology.	SLO 1: Lesson plan design & delivery SLO 2: Instructional strategies	Domain I: Comp 001 (Reading pedagogy) TAC §228.30 (curriculum development, instructional technology, differentiated instruction)	Lesson Plan Projects Peer Teaching Interactive Notebook
CLO 5: Classroom Management & Learning Environment Demonstrate effective classroom management principles that foster positive, inclusive, literacy-rich environments.	SLO 4: Design a comprehensive classroom management plan.	TAC §228.30 (classroom management, ethics, special populations)	Classroom Management Plan Lesson Plan Breakdowns
CLO 6: Professional Reflection & Communication Engage in reflective practice and communicate assessment results, strategies, and progress effectively with families and colleagues.	SLO 2: Reflective analysis SLO 3: Assessment communication	Domain I: Comp 001–002 TAC §228.30 (professional ethics, communication skills)	Reflective Journals/Analyses Discussion Boards Family/Stakeholder Reports (DIBELS/TPRI Write-ups)

EDUA/EDSR 4315 – Assignment Guide

This course includes a variety of assignments designed to help you grow as a reading teacher and demonstrate mastery of the Science of Teaching Reading Standards. Below is a summary of the major assignments, due weeks, and point values.

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).*

Engagement & Participation

- **Class Introduction (50 pts, Week 1)**
Introduce yourself through a multimedia format (video, slideshow, or creative presentation). Share your goals, memories of learning to read, and a fun fact. Respond to at least two classmates.
- **Discussion Boards & Peer Reviews (2 @ 50 pts each = 100 pts, Weeks 2 & 14)**
Engage in online discussions by posting thoughtful responses (300–500 words) and reviewing peers' projects.
- **Family Communication Letter (50 pts, Week 7)**
Draft a family-friendly letter that communicates student reading progress and outlines ways families can support literacy development at home.

Assessment & Data Analysis

- **Running Records Case Study (100 pts, Week 5)**
Score mock running records and analyze data to design an intervention plan for a struggling reader.
- **TPRI Analysis (100 pts, Week 6)**
Analyze mock TPRI data, identify reading strengths/needs, and propose targeted instruction.
- **DIBELS Assessment (100 pts, Week 10)**
Administer and analyze mock DIBELS data. Write a short report summarizing student needs and intervention strategies.
- **Progress Monitoring (Mid-Semester: 75 pts, Week 9; Final: 75 pts, Week 15)**
Track and reflect on student progress at two points in the semester using case data and UFLI lesson integration.
- **Quizzes (7 + Phonics Quick Test = 125 pts, Weeks 1–13)**
Weekly quizzes cover assigned readings and instructional practices. A phonics quick test ensures mastery of foundational decoding knowledge.

Instructional Design & Teaching Practice

- **Dyslexia Poster/Pamphlet (100 pts, Week 4)**
Create an informational tool to explain dyslexia to parents, colleagues, or stakeholders.
- **Dyslexia Certification Module (100 pts, Deadline: Week 8)**
Complete the TEA-approved Texas Dyslexia Training Module and submit your certificate of completion.
- **UFLI Microteaching (100 pts, Week 8)**
Plan and deliver a short UFLI lesson to peers. Demonstrate explicit, structured literacy instruction.
- **Reading Comprehension Projects (2 @ 100 pts each = 200 pts, Weeks 11 & 12)**
Design two comprehension-focused lessons: one for narrative text, one for informational text. Each should integrate scaffolds and checks for understanding.
- **Case Study (Capstone) (150 pts, Week 13)**
Synthesize all learning by analyzing a full student profile. Present assessment findings, instructional strategies, and a teaching plan.

Professional Resources & Reflection

- **Resource Toolkit (100 pts, Week 14)**
Compile a professional toolkit of resources, lesson templates, and strategies to support your student teaching and future classroom.
- **Final Reflection/Infographic (100 pts, Week 15)**
Create a visual infographic and written reflection highlighting your key takeaways, growth, and professional goals as a reading teacher.

- **Interactive Teaching Notebook (100 pts, Week 16)**
Maintain an interactive notebook throughout the course to collect notes, resources, and reflections. Submit at the end of the semester.

EDUA/EDSR 4315 – Course Assignments & Schedule

Below is the revised assignment lineup with integrated UFLI activities, Dyslexia certification, and an Interactive Teaching Notebook to enrich your preparation for classroom practice. This schedule aligns with course learning outcomes, STR standards, and TEKS expectations.

Week/Dates	Topic	UFLI Focus	Hands-On Activity	Major Assignment
Aug 25–Aug 31	Intro to Literacy Assessment & Strategic Reading Instruction	Set up UFLI small-group lesson template	Score mock running records; Literacy Autobiography slide	Class Introduction (50 pts)
Sept 1–Sept 7	RTI – Differentiating Reading Instruction	Tier 2 UFLI lesson prep	RTI Intervention Menu in Padlet; student profile sorting	Discussion Board #1 (50 pts)
Sept 8–Sept 14	Oral Language & Listening	Oral language warm-up integration	Language Experience shared story; oral retell challenge	Peer Review #1 (50 pts)
Sept 15–Sept 21	Struggling Readers – Dyslexia	15-min UFLI decoding lesson plan	Blending board decoding demo; dyslexia simulation	Dyslexia Poster/Pamphlet (100 pts)
Sept 22–Sept 28	Early Literacy Skills	PA activities with teacher script	Phoneme Segmentation Race; 3-day PA intervention plan	Running Records Case Study (100 pts)
Sept 29–Oct 5	TPRI Assessment & Data	Match TPRI phonics gaps to UFLI lessons	Administer mock TPRI; one-slide data story	TPRI Analysis (100 pts)
Oct 6–Oct 12	Phonics, Decoding, Word Recognition	Word chain routine	Word building relay; explicit phonics mini-lesson	Family Communication Letter (50 pts)
Oct 13–Oct 19	Reading Fluency	Fluency warm-up with decodable text	Repeated reading recording; peer fluency coaching	UFLI Microteaching #1 (100 pts)

Oct 20–Oct 26	Reading Vocabulary	Add vocabulary step to decoding lesson	Word learning mat; vocabulary charades	Progress Monitoring (Mid-Semester) (75 pts)
Oct 27–Nov 2	DIBELS Practice	Identify UFLI lessons for error patterns	Administer/score mock DIBELS; error analysis lab	DIBELS Assessment (100 pts)
Nov 3–Nov 9	Reading Comprehension – Narrative	Integrate comprehension checks in decodable text	Record think-aloud; peer feedback round	Reading Comprehension Project #1 (100 pts)
Nov 10–Nov 16	Reading Comprehension – Informational	Add informational text scaffolds to lesson	Text feature hunt; partner plan lesson	Reading Comprehension Project #2 (100 pts)
Nov 17–Nov 23	Extending Our Reach	Design summer UFLI packet	Family literacy flyer; PLC simulation	Case Study (Capstone) (150 pts)
Nov 24–Dec 1	Finalizing Projects	Peer feedback integration	Peer review gallery walk	Resource Toolkit Submission (100 pts)
Dec 2–Dec 8	Final Reflections & Practice	UFLI/SoR teacher toolkit infographic	Create infographic; closing circle	Progress Monitoring (Final) (75 pts), Final Reflection/Infographic (100 pts)
Dec 9–Dec 10	Course Wrap-Up	SoR Jeopardy review game	Class synthesis activity	Interactive Teaching Notebook (100 pts)

This syllabus is a guide for the course and is subject to change at the discretion of the instructor. Any changes will be communicated in a timely manner.

Grading Breakdown by Category

Assignment Category / Item	Points
Engagement & Participation (200 pts)	
Class Introduction	50
Discussion Boards & Peer Reviews	100
Family Communication Letter	50
Assessment & Data Analysis (500 pts)	
Running Records Case Study	100
TPRI Analysis	100
DIBELS Assessment	100
Progress Monitoring (Mid)	75
Progress Monitoring (Final)	75
Quizzes (7 + Phonics Quick Test)	125
Instructional Design & Teaching Practice (650 pts)	
Dyslexia Poster/Pamphlet	100

Dyslexia Certification Module	100
UFLI Microteaching	100
Reading Comprehension Projects (2)	200
Case Study (Capstone)	150
Professional Resources & Reflection (175 pts)	
Resource Toolkit	100
Final Reflection/Infographic	100
Interactive Teaching Notebook	100
TOTAL	1525

Grade Distribution Table (Out of 1525 Points)

Grade	Percentage Range	Point Range
A	90–100%	1373 – 1525
B	80–89%	1220 – 1357
C	70–79%	1068 – 1204
D	60–69%	915 – 1052
F	0–59%	0 – 914

Grading Policy

1. No late assignment will be accepted after its due date without prior instructor consent.
2. 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. Extra credit points are not available.
4. There are no I's (incompletes) for this class.
5. After 11:59 pm on the due date, any assignment is considered late.
6. There are no optional assignments in this course. All assignments must be completed to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment to pass the course (regardless of number of points accrued in the course.)
7. Students who fail to participate in the Discussion Board or complete any assignment may not pass this course.

§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

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 Schwartze 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 24/7/365 support by visiting [Timelycare/SRSU](https://www.timelycare.com/sulross). 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 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.

Use of Generative Artificial Intelligence (AI)

The student should fully prepare all assignments. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, don't hesitate to get in touch with me.

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

References

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- Munger, K. A. (2016). *Types of Literacy Assessment: Principles, Procedures, and Applications. Steps to Success: Crossing the Bridge Between Literacy Research and Practice.*
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- Scharlach, T. D. (2008). START comprehending: Students and teachers actively reading text. *The Reading Teacher*, 62(1), 20–31.
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- 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>

Appendix | Alignment Matrix

CLO ↔ SLO ↔ Weekly Assignments ↔ STR Standards (EDUA/EDSR 4315)

Course Learning Outcomes (CLOs)	Student Learning Outcomes (SLOs)	Aligned Weekly Assignments / Activities	STR Standards (19 TAC §235.101)
CLO 1: Literacy Assessment & Diagnosis Administer, interpret, and analyze literacy assessments (DIBELS, TPRI, running records).	SLO 3: Design, implement, and analyze formative/summative assessments.	<ul style="list-style-type: none"> - Week 1: Mock Running Records - Week 6: TPRI Analysis (major) - Week 10: DIBELS Practice (major) - Week 9: Data Story Slide 	Domain I: Comp 002 (Reading Assessment) Domain II: Comp 004–006, 008 (PA, phonics, decoding, fluency)
CLO 2: Data-Informed Instruction Design & implement intervention plans based on assessment data to address diverse learner needs.	SLO 2: Apply evidence-based strategies for diverse learners.	<ul style="list-style-type: none"> - Week 2: RTI Intervention Menu (Padlet) - Week 5: PA Intervention Plan - Week 7: UFLI Decoding (Dyslexia) - Week 11: PBL Resources - Week 12: Culturally Responsive Teaching 	Domain I: Comp 001–002 (Pedagogy & assessment) Domain II: Comp 003–008 (Oral language, PA, phonics, fluency) Domain III: Comp 009 (Vocabulary)
CLO 3: Evidence-Based Literacy Instruction Apply strategies in PA, phonics, fluency, vocabulary, comprehension.	SLO 1: Lesson plan design & delivery. SLO 2: Instructional strategies.	<ul style="list-style-type: none"> - Week 3: Oral Language Warm-Ups - Week 4: Dyslexia UFLI Lesson + Simulation - Week 6: Word Chain & Phonics Mini-Lesson - Week 8: Fluency Coaching - Week 9: Vocabulary Charades - Week 11–12: Comprehension Lessons 	Domain II: Comp 003–008 (Oral language, PA, phonics, fluency) Domain III: Comp 009 (Vocabulary/Comprehension)
CLO 4: Lesson Design & Instructional Delivery Develop standards-based lesson plans aligned to TEKS & SoR.	SLO 1: Lesson plan design & delivery. SLO 2: Instructional strategies.	<ul style="list-style-type: none"> - Weekly TEK Lesson Plan Breakdowns - Week 13: Family Literacy Flyer + PLC Simulation - Week 14: Final Lesson Plan Breakdown - Week 15: SoR/UFLI Teacher Toolkit Infographic 	Domain I: Comp 001 (Pedagogy) TAC §228.30 (Curriculum, differentiated instruction, tech integration)
CLO 5: Classroom Management & Learning Environment Foster inclusive, literacy-rich environments.	SLO 4: Classroom management plan.	<ul style="list-style-type: none"> - Week 7: Classroom Management Strategies - Week 12: Full Lesson Plan with management supports - Ongoing: Peer feedback & gallery walks 	TAC §228.30 (Classroom management, ethics, special populations)
CLO 6: Professional Reflection & Communication Engage in reflective practice and communicate results with families/stakeholders.	SLO 2: Reflective analysis. SLO 3: Assessment communication.	<ul style="list-style-type: none"> - Week 1: Literacy Autobiography Slide - Week 9: Data Story Slide - Week 10: DIBELS Error Analysis Lab - Week 13: PLC Simulation - Week 15: Final Reflection Circle 	Domain I: Comp 001–002 (Pedagogy & assessment) TAC §228.30 (Professional ethics, communication skills)