



EDUA/EDSR 4308 The Teaching of Reading Spring 2026 Syllabus

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Course Description

The Teaching of Reading is an intensive study of the foundations of reading readiness, beginning reading, remedial reading, reading assessment, reading devices, and the use of multimedia aids in reading instruction. Topics presented in this course will provide an understanding of reading pedagogy, best practices for reading assessment, and foundational skills for reading development. This course serves as a foundation to the reading component and is encouraged to be taken as the first course of the reading component.

Required Text

Vacca, J., Vacca, R., Gove, M., Burkey, L., Lenhart, L., and McKeon, C. (2018). 10th Edition. Reading and Learning to Read. Pearson.

Student (Program) Learning Outcomes

- **SLO 1:** Students will design and deliver comprehensive lesson plans that align with learning standards, incorporate differentiated instruction, and demonstrate effective teaching strategies, as measured by a rubric-based evaluation of submitted lesson plans and observed teaching demonstrations.
- **SLO 2:** Students will be able to identify, explain, and apply a variety of evidence-based instructional strategies to support diverse learners, as demonstrated through lesson plan development, peer teaching, and reflective analysis.
- **SLO 3:** Students will demonstrate the ability to 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.
- **SLO 4:** Students will demonstrate knowledge of effective classroom management principles by designing a comprehensive classroom management plan.

Course Learning Outcomes

- **CLO 1:** Explain foundational theories and models of reading instruction and analyze how beliefs about literacy learning influence instructional decisions and classroom practices.
- **CLO 2:** Design and implement developmentally appropriate reading instruction that integrates phonological awareness, word identification, vocabulary development, and fluency strategies.

- **CLO 3:** Interpret and apply assessment data from formal and informal literacy tools to inform instruction and support diverse learners, including English language learners and students with reading difficulties.
- **CLO 4:** Develop a personal philosophy of teaching reading that reflects evidence-based practices, STR competencies, and a commitment to inclusive, student-centered literacy instruction.

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.

19 TAC §235.101. Science of Teaching Reading Standards

Domain 1: Reading Pedagogy

- Comp 001 *Understand foundational concepts, principles, and best practices related to the science of teaching reading.* (001.A-S)
- Comp 002 *Understand 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 *Understand foundational concepts, principles, and best practices related to the development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.* (003.A-L)
- Comp 004 *Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.* (004.A-J)
- Comp 005 *Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle.* (005.A-K)
- Comp 006 *Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills.* (006.A-E, 006.G)

- Comp 007 *Understand concepts, principles, and best practices related to the development of syllabication and morphemic analysis skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level syllabication and morphemic analysis skills and related spelling skills.* (007.A)
- Comp 008 *Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.* (008.A-J)

Domain III: Reading Development: Comprehension

- Comp 009 *Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.* (009.E-G)

Course Format

Alpine students will attend class on campus in MAB 308. All other students will attend class live via Blackboard Collaborate for instruction. You will find all 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 24-48 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 should follow the guidelines indicated by the Publication Manual of the American Psychological Association (7th edition).*

Vocabulary Quizzes (20 Points)

Candidates will take two vocabulary quizzes to assess their understanding of key vocabulary words. These two quizzes will be unannounced and occur during class.

Discussion Board: How I learned to Read (50 Points)

Candidates will participate in a video discussion board reflecting on and describing how you learned to read. Include individuals who were influential and what you remember about transitioning from the home literacy environment to a more formal educational literacy environment.

Phonological Awareness Skills Test (100 Points)

Candidates will analyze the PAST assessment data of a 1st grade student in the middle of the year and create a 400-word report communicating results and sharing research-based strategies for phonemic and phonological development.

TEKS Vertical Alignment (50 Points)

Candidates will examine the TEKS and consider how the Knowledge and Skills in English Language Arts & Reading connect and build.

Motivation to Read Profile (100 Points)

Candidates will administer the Motivation to Read Profile to an elementary student and create a 400-word report communicating results and sharing relevant resources and research-based strategies for parents to incorporate at home.

Oral Reading Fluency (100 Points)

Candidates will observe a recording of a student reading. As they are reading, candidates will record the errors the student makes and calculate the fluency rate. Candidates will create a 400-word report communicating results and sharing research-based strategies for targeted intervention to build reading fluency.

Textbook Quizzes (13 @ 10pts = 130 Points)

Candidates will take Chapter Quizzes to assess their knowledge of concepts covered.

Discussion Board: My Philosophy of Teaching Reading (50 Points)

After considering the content covered in this course, along with the STR standards and competencies, each candidate will participate in a video discussion board communicating their personal philosophy of teaching reading. The candidate's philosophy of teaching reading should be a self-reflective statement about their beliefs about the teaching and learning of reading. It should convey the candidates core ideas about being an effective reading teacher with specific, concrete examples.

Midterm Exam (100 Points) & Final Exam (100 Points)

The Midterm Exam and Final Exam will cover class lectures, supplemental readings, as well as information covered in the textbook.

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.

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%

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. INT 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](#). 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 and Archives of the Big Bend in Alpine offer 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 by phone (432-837-8123). No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](#) or ask a librarian by emailing srsulibrary@sulross.edu. Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

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)

All assignments should be fully prepared by the student. 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, please contact 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.

Texas Administrative Code

§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; Required Educator Coursework and Training §228.D. March 2025 Update Page 10 of 10 (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).

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

- Abbott, S., & Grose, C. (1998). "I know English so many, Mrs. Abbott": Reciprocal Discoveries in a Linguistically Diverse Classroom. *Language Arts*, 75(3), 175-184.
- American Psychological Association (2020). Publication manual of the American psychological association (7th ed.). Washington, DC.
- August, D., Shanahan, T., & Escamilla, K. (2009). English language learners: Developing literacy in second-language learners—Report of the National Literacy Panel on Language-Minority Children and Youth. *Journal of literacy research*, 41(4), 432-452.
- Bradley, B. & Jones, J. (2007). Sharing alphabet books in early childhood classrooms. *International Reading Association*, pp. 452-463.
- Button, K., Johnson, M., & Furgeson, P. (1996). Interactive writing in a primary classroom. *The Reading Teacher*, 49(6), 446-454.
- Cambourne, B. (1995). Toward an educationally relevant theory of literacy learning: Twenty years of inquiry. *The Reading Teacher*, 49(3), 182.
- Duke, N., Purcell-Gates, V., Hall, L., & Tower, C. (2006). Authentic literacy activities for developing comprehension and writing. *International Reading Association*, pp. 344-355.
- Duke, N., Ward, A., & Pearson, D. (2021). The Science of Reading Comprehension Instruction. *The Reading Teacher*, 74(6), pp.663-672.
- Gambrell, L. B., Palmer, B. M., Codling, R. M., & Mazzoni, S. A. (1996). Assessing motivation to read. *The reading teacher*, 49(7), 518-533.
- Jones, C., Clark, S., & Reutzel, D. (2012). Enhancing Alphabet Knowledge Instruction: Research Implications and Practical Strategies for Early Childhood Educators. *Early Childhood Education Journal*.
- Monobe, G., Bintz, W., & McTeer, J. (2017). Developing English Learners' Reading Confidence with Whole-Class Repeated Readings. *The Reading Teacher*, 71(3), pp. 347-350.
- National Reading Panel (US), National Institute of Child Health, Human Development (US), National Reading Excellence Initiative, National Institute for Literacy (US), United States. Public Health Service, & United States Department of Health. (2000). Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups. National Institute of Child Health and Human Development, National Institutes of Health.
- Neuman, S. B., & Roskos, K. (1990). Play, print, and purpose: Enriching play environments for literacy development. *The reading teacher*, 44(3), 214-221.
- Paige, D., Rupley, W., Olinger, C., Leslie, M., Smith, G. (2018). Acquisition of Letter Naming Knowledge, Phonological Awareness, and Spelling Knowledge of Kindergarten Children at Risk for Learning to Read. *Child Development Research*. Volume 2018.
- Pikulski, J. & Chard, D. (2005). Fluency: Bridge between decoding and reading comprehension.

- International Reading Association, pp. 510-519.
- Rasinski, T. (2012). Why Reading Fluency Should Be Hot! *The Reading Teacher*, 65(8), pp. 516-522.
- Son, E. & Chase, M. (2018). Books for Two Voices: Fluency Practice with Beginning Readers. *The Reading Teacher*, 72(2), pp. 233-240.
- Vacca, J., Vacca, R., Gove, M., Burkey, L., Lenhart, L., and McKeon, C. (2018). 10th Edition. *Reading and Learning to Read*. Pearson.

Course Assignments & Schedule

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

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments	TAC 235 Standards & STR Competencies
Start Here <i>Start Here contains important information that will ensure student's success in this course, such as the course syllabus, textbook info, instructions on how to navigate, course objectives-expectations, grading policies, etc.</i> Jan. 14th - 17th			<ul style="list-style-type: none"> Review Syllabus, STR Standards & TEKS Syllabus Quiz Due Jan. 17th 	
Module 1: Reading Theory & Learning to Read <i>Module 1 focuses on reading theory and learning to read. Candidates will review STR standards and competencies. Research on various reading theories will be explored and discussed. Candidates will examine the findings of the National Reading Panel.</i> Jan. 18th – 31st	1/21/26 Topics covered include: <ul style="list-style-type: none"> introduction of STR and TEKS Guide discussion of the NRP 1/28/26 Topics covered include: <ul style="list-style-type: none"> analyze how beliefs about literacy learning influence instructional decisions and practices explain how teachers use and construct personal, practical, and professional knowledge about literacy learning define language, social, and psychological perspectives on reading and explain how they inform knowledge and beliefs about literacy learning compare theoretical models of the reading process that describe what humans do when they engage in reading 	Textbook <ul style="list-style-type: none"> Chapter 1: Knowledge and Beliefs about Reading Chapter 2: Approaches to Reading Instruction Articles <ul style="list-style-type: none"> Cambourne (1995) <i>Toward and educationally relevant theory of literacy learning</i> August et al. (2009) <i>English Language Learners...</i> 	<ul style="list-style-type: none"> Discussion Board: <i>How I learned to read.</i> Due Jan. 24th (response due Jan. 26th) Ch. 1 & 2 Quizzes Due Jan. 31st 	TAC 235 (b) (1) (A) understand learning as an active and social process of meaning-making TAC 235 (d) (4) (C) clear and explicit reading instruction aligned to the STR competencies STR Comp 001

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments	TAC 235 Standards & STR Competencies
	<ul style="list-style-type: none"> recognize the relationship between belief systems and approaches to instruction identify curriculum perspectives of reading distinguish between instructional approaches in the teaching of reading 			
Module 2: The Foundations of Literacy <i>Module 2 focuses on early and emergent literacy. Students will explore the foundations of literacy. Students will learn about the development of oral language and how reading develops.</i> Feb. 1st – 21st	<p>2/04/26 Topics covered include:</p> <ul style="list-style-type: none"> examine why learning to read is so difficult and major causes of reading difficulties identify instructional beliefs, principles, and strategies for teaching students with linguistic diversity, including an appreciation for students who speak in different dialects identify and appreciate the nature of cultural diversity, including core principles and instructional strategies for teaching students from diverse cultures recognize that students have diverse academic needs and that teachers need to be aware of instructional principles and strategies that address cognitive differences <p>2/11/26 Topics covered include:</p> <ul style="list-style-type: none"> literacy development 	<p>Textbook</p> <ul style="list-style-type: none"> Chapter 3: Meeting the Literacy Needs of Diverse Learners Chapter 4: Foundations of Language and Literacy Chapter 5: Assessing Reading Performance <p>Articles</p> <ul style="list-style-type: none"> Abbott & Grose (1998) "I know English so many, Mrs. Abbott"... Neuman & Roskos (1990) <i>Play, print, and purpose: Enriching play environments for literacy development</i> 	<ul style="list-style-type: none"> Chapter 3 Quiz Due Feb. 7th Chapter 4 Quiz Due Feb. 14th Chapter 5 Quiz Due Feb. 21st Phonological Awareness Skills Test Due Feb. 25th 	<p>TAC 235 (d) (2) content-specific pedagogy that meets the needs of diverse learners</p> <p>TAC 235 (d) (4) (J) high-quality literacy assessments to monitor grade-level appropriate comprehension</p> <p>TAC 235 (d) (4) (I) use high-quality assessments to monitor grade-level appropriate foundational skills development</p> <p>STR Comp 002, 003, 004, & 005</p>

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments	TAC 235 Standards & STR Competencies
	<ul style="list-style-type: none"> • core language and literacy skills • how to create literate environments at home and school • how to provide instruction for beginning readers and writers • how to assess core language and literacy skills in beginning readers • demonstrate strategies for developing phonological and phonemic awareness <p>2/18/26 Topics covered include:</p> <ul style="list-style-type: none"> • discuss the importance of utilizing multiple assessment indicators • compare the perspectives that support the use of high-stakes testing to the use of authentic assessments • justify the purposes of utilizing formal testing for literacy assessment • explain the commonalities between various informal assessments • discuss the essential components of portfolio assessment as well as how to manage the portfolio process • reflect upon how literacy assessment has changed 			

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments	TAC 235 Standards & STR Competencies
	over the years and will continue to do so			
<p>Module 3: The Alphabet and its Role in Early Reading</p> <p><i>Module 3 focuses on the alphabet and its role in early reading. Students will examine articles that support an understanding of phonological awareness as it is applied to alphabet knowledge and even spelling development.</i></p> <p>Feb. 22nd – March 7th Spring Break 9th - 13th</p>	<p>2/25/26 Topics covered include:</p> <ul style="list-style-type: none"> define word identification, and synthesize associated terminology characterize various phases of development in children's ability to identify words compare and contrast traditional and contemporary approaches and guidelines for teaching phonics strategies for teaching phonics, including consonant-based and analogic-based strategies strategies that combine using meaning and letter-sound information to identify words strategies that use structural analysis to identify words strategies that teach rapid recognition of words <p>3/04/26 Topics covered include:</p> <ul style="list-style-type: none"> identify the role and features of a basal reading program learn how leveled trade books are used for instruction 	<p>Textbook</p> <ul style="list-style-type: none"> Chapter 6: Word Identification Chapter 13: Instructional Materials <p>Articles</p> <ul style="list-style-type: none"> Button et al. (1996) <i>Interactive writing in a primary classroom</i> Paige et al. (2018) <i>Acquisition of Letter Naming Knowledge, Phonological Awareness, and Spelling Knowledge...</i> Jones et al. (2012) <i>Enhancing Alphabet Knowledge Instruction...</i> Bradley & Jones (2007) <i>Sharing alphabet books in early childhood classrooms</i> 	<ul style="list-style-type: none"> Chapter 6 Quiz Due Feb. 28th Chapter 13 Quiz Due March 7th TEKS Alignment Due March 14th 	<p>TAC 235 (d) (1) (B) expertise in how their content vertically and horizontally aligns</p> <p>TAC 235 (d) (4) (C) clear and explicit reading instruction aligned to the STR competencies</p> <p>STR Comp 006 & 007</p>

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments	TAC 235 Standards & STR Competencies
	<ul style="list-style-type: none"> explore technology-based materials evaluate components of instructional materials in relation to curriculum goals 			
Module 4: Extending Word Knowledge & Enhancing Comprehension <i>Module 4 focuses on extending word knowledge to enhance comprehension. Students will examine the 3 tiers of vocabulary, MTS, and question types.</i> March 15th – April 4th	3/18/26 Midterm 3/25/26 Topics covered include: <ul style="list-style-type: none"> discuss the connection between vocabulary knowledge and comprehension analyze the relationship among students' experiences, concepts, and words discuss the principles that guide the teaching of vocabulary in elementary classrooms give examples of instructional strategies for teaching vocabulary using a variety of activities promoting concept development explain the importance of teaching story structure and story elements for comprehension how to scaffold comprehension strategies 4/01/26 Topics covered include: <ul style="list-style-type: none"> discuss MTSS and RTI explain why content area textbooks and other sources of informational 	Textbook <ul style="list-style-type: none"> Chapter 8: Vocabulary Knowledge and Concept Development Chapter 9: Comprehending Narrative Text Chapter 10: Comprehending Informational Text Articles: <ul style="list-style-type: none"> Duke et al. (2006) <i>Authentic literacy activities for developing comprehension and writing</i> Duke et al. (2021) <i>The Science of Reading Comprehension Instruction</i> Gambrell et al. (1996) <i>Assessing motivation to read</i> 	<ul style="list-style-type: none"> Midterm Due March 18th Ch. 8 & 9 Quizzes Due March 28th Motivation to Read Due April 1st Chapter 10 Quiz Due April 4th 	TAC 235 (d) (2) (D) explicitly teach, encourage, and reinforce the use of academic language, including vocabulary TAC 235 (d) (4) (J) high-quality literacy assessments to monitor grade-level appropriate comprehension STR Comp 009

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments	TAC 235 Standards & STR Competencies
	<p>text are difficult for some students</p> <ul style="list-style-type: none"> • discuss several ways to organize the reading of informational text • how to use literature and nonfiction trade books to enhance content area learning • discuss strategies that prepare students to read informational text • discuss informational text strategies that include reading and writing connections • explain the importance and complexity that digital literacy holds for content area teachers 			
<p>Module 5: Building Fluency</p> <p><i>Module 5 focuses on building fluency. Students will examine components of fluency, how fluency relates to comprehension, and ways to measure fluency.</i></p> <p>April 5th – 29th</p>	<p>4/08/26 Topics covered include:</p> <ul style="list-style-type: none"> • define fluency, its dimensions, and the relationship of fluency to comprehension • explain how to implement effective strategies for developing fluency • discuss how to assess all aspects of oral reading fluency <p>4/15/26 Topics covered include:</p> <ul style="list-style-type: none"> • explain the relationships between reading and writing • discuss how to foster a classroom environment 	<p>Textbook</p> <ul style="list-style-type: none"> • Chapter 7: Reading Fluency • Chapter 11: Reading-Writing Connections • Chapter 12: Bringing Children and Text Together <p>Articles</p> <ul style="list-style-type: none"> • Monobe et al. (2017) <i>Developing English Learners' Reading Confidence with Whole-Class Repeated Readings</i> 	<ul style="list-style-type: none"> • Chapter 7 Quiz Due April 11th • Oral Fluency Report Due April 15th • Ch. 11 & 12 Quizzes Due April 18th • Discussion Board: My Philosophy of Teaching Reading Due April 29th (response due May 1st) • Final Exam Due April 29th 	<p>TAC 235 (d) (4) (I) use high-quality assessments to monitor grade-level appropriate foundational skills development</p> <p>STR Comp 008</p>

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments	TAC 235 Standards & STR Competencies
	<p>that supports reading–writing connections</p> <ul style="list-style-type: none"> • explain the writing process, and demonstrate how to organize writing instruction, including how to conduct writing workshops • discuss how literacy development is personal and that readers benefit from a supportive environment in order to create a community of readers • discuss how to choose books and classroom activities to surround children with print and nonprint material <p>4/22/26 Review 4/29/26 Final</p>	<ul style="list-style-type: none"> • Pikulski & Chard (2005) <i>Fluency: Bridge between decoding and reading comprehension</i> • Rasinski (2012) <i>Why Reading Fluency Should Be Hot!</i> • Son & Chase (2018) <i>Books for Two Voices: Fluency Practice with Beginning Readers</i> 		

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