EDUA/EDSR 4313 Reading Comprehension and Enrichment
Spring 2026 Syllabus

Melissa Wesney, EdD
Assistant Professor
Office: MAB 306
Cell: 910-391-7893

Office Hours
Tue/Wed 11am-4pm
Virtual Office Hours daily by Appointment
Email:melissa.wesney@sulross.edu

Course Description

An intensive examination of the development and teaching of phonics, word identification, vocabulary, and structural analysis related to the development of reading comprehension for all readers. His course will prepare candidates to provide multisensory instruction and culturally responsive intervention in the following areas: vocabulary development, critical-analytical reading, research-based strategies, and metacognitive approaches to assist with understanding varied texts. This course supports competencies within the evaluative measure as identified by the State of Texas for Teaching Certification. In addition, this course utilizes the competencies prescribed for Early Childhood-6th grade as identified by the State of Texas.
Prerequisites: EDUA/EDSR 3308 & 4308

Required Texts

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

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:** Analyze the stages of reading and writing development from emergent to proficient levels and apply appropriate instructional strategies to support literacy growth across developmental stages.

- **CLO 2:** Design and implement multisensory, research-based literacy instruction that integrates phonics, vocabulary, spelling, and comprehension strategies to meet the needs of diverse learners.
- **CLO 3:** Interpret and apply assessment data from tools such as spelling inventories and phonics tests to inform instructional planning and develop targeted interventions.

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 I: Reading Pedagogy

- Comp 001 *Understand foundational concepts, principles, and best practices related to the science of teaching reading.* (001.A-L, 001.N-S)
- Comp 002 *Understand foundational concepts, principles, and best practices related to reading assessment.* (002.A-D, 002.F, 002.H-K)

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.E, 003.F, 003.I, 003K, 003L)
- 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.D, 005.E, 005.G, 005.J)
- 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-M)
- 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-J)
- 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.A-M)
- Comp 010 *Understand concepts, principles, and best practices related to the*
  development of reading comprehension, and demonstrate knowledge of developmentally
  appropriate, research- and evidence-based assessment and instructional practices to
  promote all students' development of reading comprehension strategies in order to gain,
  clarify, and deepen understanding of appropriately complex texts. (010.A-L)
- Comp 011 *Understand concepts, principles, and best practices related to the*
  comprehension of and critical thinking about literary texts, and demonstrate knowledge
  of developmentally appropriate, research- and evidence-based assessment and
  instructional practices to promote all students' development of grade-level
  comprehension and analysis skills for literary texts. (011.A-H)

Domain IV: Analysis and Response
- Comp 013 *Analyze assessment data related to reading development*
  in foundational reading skills and reading comprehension, and prepare an organized,
  developed written response based on the data and information presented. (013.A-G)

Course Format

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

Course Expectations

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

The successful student:
⇒ Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
⇒ Will complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
⇒ Will engage in the course, with their peers, and the instructor with open communication and active participation.
⇒ Will be respectful in their communication with the professor and classmates.
⇒ Will respond to professor communication in a timely manner.
⇒ Will not plagiarize and will demonstrate integrity in all their work.
⇒ Will be proactive and resourceful to problem solve in case of internet or technical issues.

Course Assignments

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

Class Introduction Discussion Board Assignment: (50 Points)
Each candidate will introduce themselves in a presentation. Make your introduction as creative and interactive as possible. Please create your introduction using Canva or Powtoon (both have free versions). In your introduction, please tell us the following: where you are located, goals for the semester, what you remember about learning to read at home/school, a positive impact a teacher made on you, fun fact and a picture (if you are not using a video presentation). Once you have posted your introduction, view posts of your fellow colleagues, and write a comment to at least two classmates.

3-2-1 Chapter Discussion Boards (4 @ 25 points each=100 points)
Candidates will participate in 3-2-1 discussion board reflections. Reflections will include three things learned from the chapter reading, two things to learn more about, and one discussion questions for classmates. Posts should be written in complete sentences and a response to at least one classmate's question should be completed.

Phonics Concepts Test (100 Points)
Candidates will complete a Phonics Concepts Test and are required to obtain a minimum score of 80% accuracy to pass. Candidates may take the test up to 3 times, if necessary. If you fail this test, you must reach out to me for an alternative assignment requirement.

Quizzes (2 @ 50 points each=100 points)
There are 2 quizzes for this course. Each quiz will cover textbook material as well as lecture content. The quiz dates are posted in your schedule and will be completed in Blackboard.

Words Their Way Spelling Inventory (100 points)
Part One: Candidates will review and score the Words Their Way ESI inventory of a 2nd grade student. Part Two: Candidates will then analyze the data and craft a 300-500-word report that

would inform stakeholders of the student's strengths, weaknesses, and a research-based plan to address the student's word development needs.

Intervention Lesson Plan (100 Points)
Based on the results of the spelling inventory, candidates will create a lesson plan using research-based strategies and best practices for promoting young children's spelling development.

Final Exam (100 points)
Candidates will complete a final exam covering all material.

Grading Policy

No late work accepted <u>without prior approval from the instructor.</u> 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 Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartze@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 LobolD 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).

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

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

Cartwright, K. (2012). Insights From Cognitive Neuroscience: The Importance of Executive Function for Early Reading Development and Education. Early Education & Development, 23: 24-36.

Djudin, T. (2017). Using metacognitive strategies to improve reading comprehension and solve a word problem. Journal of Education, Teaching and Learning, 2(1), 124-129.

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

Course Assignments & Schedule

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

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
Start Here *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.* **Jan. 14th - 17th**			• Review Syllabus, STR and TEKS Resources • **Syllabus Quiz Due Jan. 17th**
Module 1: Foundations of Literacy Learning & Effective Instruction *This module will focus on what being "literate" involves, and why it may be more complex for today's students than when their grandparents learned to read and write.* **Jan. 18th – 31st**	In Blackboard, please watch the Module 1 Lecture video and review the Module 1 Slides. Topics covered include: • describe what being "literate" involves, and why it may be more complex for today's students than when their grandparents learned to read and write • explain how the literacy essentials support the development of reading and writing as reciprocal processes • the five stages of literacy development and summarize the major characteristics of each • explain the importance of teachers' awareness of the sociocultural and language contexts of literacy learning • describe the importance of different levels of support in teaching literacy	Gehsmann Textbook: • Chapter 1: The Foundations of Literacy and Instruction • Chapter 2: Language, Thought, and Literacy Development • Chapter 3: Principles and Practices of Effective Literacy Instruction • Chapter 4: Student-Centered Assessment That Informs Instruction	• **Class Introduction DB Due Jan. 21st** *(response due Jan. 24th)* • **3-2-1 Discussion Board (Module 1): Due Jan. 28th** *(response due Jan. 30th)*

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
	- describe the ways in which the development of oral language and the development of thought are related - explain why orthographic knowledge is a critical foundation for reading and writing - describe the characteristics that affect the complexity of literature and informational texts - explain how your understanding of literacy development will affect what you teach - the characteristics and practices of highly effective literacy teachers - identify ways in which your classroom environment will support the development of readers and writers - describe the purpose and structure of each component of the reading block - explain how the writing block mirrors and complements the reading block - compare traditional phonics, spelling, and vocabulary instruction with word study and explain how they are alike and different		

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
	• discuss the value of core reading programs and the practices you need to be mindful of when implementing them • compare and contrast different types of assessment and their purposes • describe the attributes of a "good" assessment • explain how using screening, diagnostic, progress monitoring, interim/benchmark, and outcomes assessment work together with the literacy essentials to provide a comprehensive approach to assessment • identify the various assessment tools typically used to assess emergent and beginning readers • describe how and why to use ongoing formative assessment tools in your classroom		
Module 2: Executive Function & Multisensory Learning *This module focuses on the role of executive function in literacy instruction. We will*	In Blackboard, please watch the Module 2 Lecture video and review the Module 2 Slides. Topics covered include: • define and describe each of the components of structures literacy content	Articles • Cartwright (2012) *Insights From Cognitive Neuroscience: The Importance of Executive Function for Early Reading*	• **Quiz #1 Due Feb. 7th**

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
also examine how a multisensory approach to literacy instruction enriches learning. **Feb. 1st – 7th**	• explain how each is relevant to the process of learning to read and write • executive function and how it impacts literacy • metacognition and strategies to use to increase learning • multisensory learning and strategies to use to increase learning	*Development and Education* • Djudin (2017) *Using metacognitive strategies to improve reading comprehension and solve a word problem*	
Module 3: Developmental Word Knowledge *This module focuses on developmental word knowledge and how children learn about words.* **Feb. 8th – 14th**	In Blackboard, please watch the Module 3 Lecture video and review the Module 3 Slides. Topics covered include: • examine how children learn words • examine an informal assessment process to determine students' orthographic knowledge • describe the basic activities for word study, how to lead thoughtful word-study discussions, and how to put word knowledge to use in reading and writing	Articles • read the four Reading Rocket articles found in Blackboard	• **3-2-1 Discussion Board (Module 3):** **Feb. 11th** *(response due Feb. 13th)*
Module 4: Word Study for Emergent Readers & Writers *This module focuses on developmental word knowledge of children*	In Blackboard, please watch the Module 4 Lecture video and review the Module 4 Slides. Topics covered include: • identify the characteristics of the emergent stage of development • describe how teachers can promote oral language and vocabulary	Gehsmann Textbook: • Chapter 6: Emergent Readers and Writers	• **Phonics Concepts Test Due Feb. 21st**

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
in the emergent stage of reading and writing. **Feb. 15th – 21st**	development with emergent learners • name the different kinds of texts you will read to emergent learners and why each is important • describe strategies to improve students' listening comprehension and vocabulary knowledge • explain how to teach children about the forms and functions of written text • explain the importance of teaching letter knowledge and handwriting during the emergent stage of development • describe how shared writing methods such as Language Experience Approach and Interactive Writing provide an opportunity to integrate the reading, writing, and oral language development • identify the progression of emergent writers • compare and contrast the changes readers and writers make during the emergent stage of development		
Module 5: Word Study for Beginning Readers & Writers	In Blackboard, please watch the Module 5 Lecture video and review the Module 5 Slides. Topics covered include:	Gehsmann Textbook:	• **WTW Spelling Inventory Part One: Due Feb. 28th Part Two: Due March 7th**

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
This module focuses on developmental word knowledge of children in the beginning stage of reading and writing. **Feb. 22nd – March 7th** **Spring Break 9th - 13th**	• identify the characteristics of beginning readers, writers, and letter name–alphabetic spellers • explain how phonological awareness and alphabet knowledge contribute to early reading development • explain why word knowledge is sometimes referred to as the "linchpin" of literacy development • describe the relationship between phonics, spelling, handwriting, and vocabulary development and identify how these elements contribute to students' overall literacy development • describe how your instructional priorities and the books students read in teacher-guided small-group reading instruction change across the beginning stage of development • identify the purpose of fluency instruction and three instructional strategies you can use to improve beginning readers' reading fluency • compare and contrast the instructional strategies used to teach comprehension to beginning readers in narrative and informational texts	• Chapter 7: Beginning Readers and Writers • WTW Ch. 2 PDF	

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
	• describe the writing process and genre study used with beginning writers		
Module 6: Word Study for Transitional Readers & Writers *This module focuses on developmental word knowledge of children in the transitional stage of reading and writing.* **March 15ᵗʰ – 28ᵗʰ**	In Blackboard, please watch the Module 6 Lecture video and review the Module 6 Slides. Topics covered include: • identify the characteristics of transitional readers and writers • describe ways to develop children's spelling and vocabulary knowledge at the transitional stage • explain how you can support transitional readers' and writers' critical engagements with complex narrative and informational texts • describe the materials you will use to teach transitional readers how to read • discuss the focus of fluency instruction with transitional readers and some methods of teaching fluency to students in this stage • explain how you will teach your transitional readers to comprehend and monitor their comprehension while reading • describe how you can teach transitional readers to write with fluency and intention	Gehsmann Textbook: • Chapter 8: Transitional Readers and Writers	• **3-2-1 Discussion Board (Module 6): Due March 18ᵗʰ** (*response due March 20ᵗʰ*) • **Intervention Lesson Plan Due March 28ᵗʰ**

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
Module 7: Word Study for Intermediate Readers & Writers *This module focuses on developmental word knowledge of children in the intermediate stage of reading and writing.* **March 29th – April 4th**	In Blackboard, please watch the Module 7 Lecture video and review the Module 7 Slides. Topics covered include: • identify the characteristics of intermediate readers and writers • describe effective strategies used to develop comprehension of informational text, fictional text, and poetry for readers at the intermediate level • compare the purposes for and features of writing that are developed at the intermediate stage with the transitional stage • explain the roles of morphology and word-specific learning in the development of spelling and vocabulary at the intermediate level	Gehsmann Textbook: • Chapter 9: Intermediate Readers and Writers	• **Quiz #2 April 4th**
Module 8: Word Study for Proficient Readers & Writers *This module focuses on developmental word knowledge of children in the proficient stage of reading and writing.* **April 5th – 11th**	In Blackboard, please watch the Module 8 Lecture video and review the Module 8 Slides. Topics covered include: • describe the characteristics of proficient readers and writers • discuss how and why reading informational and narrative texts becomes more "complex" at the proficient level, as does the teacher's role in guiding this reading	Gehsmann Textbook: • Chapter 10: Proficient Readers and Writers	• **3-2-1 Discussion Board (Module 8): Due April 8th** *(response due April 10th)*

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
	• explain why teachers should address the writing of narratives and argumentative writing for proficient-level students, as well as for all students in the middle grades • compare how "advanced" morphology differs from the "basic" morphology that is explored at earlier developmental levels, and why this knowledge supports development in vocabulary and spelling		
Module 9: Literacy Instruction for English Learners & Struggling Readers *This module focuses on literacy instruction for ELLs and students who struggle with learning to read.* **April 12th – 25th**	In Blackboard, please watch the Module 9 Lecture video and review the Module 9 Slides. Topics covered include: • describe your own language and cultural background and how it might impact your teaching of literacy • discuss the characteristics of English learners with which you should be familiar as a classroom teacher • explain how knowing something about the spoken and written languages of your English learners can assist you in providing them the most appropriate literacy instruction	Gehsmann Textbook: • Chapter 5: Language and Literacy Instruction for English Learners • Chapter 11: Instruction and Intervention for Readers Who Struggle	• **Final Exam Due May 1st**

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
	- compare and contrast literacy instruction for English learners with literacy instruction for native-speaking students and describe how and why your instruction will vary - discuss how RTI and MTSS have changed the field of education - explain how the profiles of readers who experience difficulty learning to read can help teachers plan more effective instruction and intervention - compare and contrast the concepts of accommodation versus differentiation - identify some of the research-based practices that support all students' literacy development, including those experiencing difficulties learning to read.		

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