READ 3023 – Word Study: Language Structures and Phonics
Gordon T. & Ellen West College of Education
COURSE SYLLABUS: Spring 2024
Online

Contact Information
Instructor: Lacey Cruddas, M,Ed.
Office Hours: email to set up an appointment
E-mail: lacey.cruddas@d2lmail.msutexas.edu

Instructor Response Policy
Instructor will respond to email and voicemail messages by noon each weekday and at least once over weekends and holidays.

Course Description
Understanding the relationship between phonemic awareness and phonics to reading and writing instruction with a focus on word study, comprehension, fluency, and assessment.

Must have access to computer and Internet.

Materials – Readings, Supplementary Readings

Textbooks – None. Numerous links and files will be provided within

the course.

Required Technology
All students must have Internet access and the following technology
    applications: Google docs, Word Processing software, Screen
    Recording Software, Microphone

Student Handbook
Refer to: Student Handbook-2023-24

Academic Misconduct Policy & Procedures

The syllabus/schedule are subject to change.

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Course Schedule

Date	Topics	Reading Assignments/ Assignment Due
Week 1 Jan.16-21	1.Course Introduction Syllabus / Pretest Welcome discussion	Review Course Syllabus / Pretest **Discussion #1**
Week 2 Jan 22-28 Phonemic Awareness	What is Phonemic Awareness? • Reading Rockets Article Balanced Literacy Diet Videos	**Phonological Awareness: Elevator Pitch Module Quiz Discussion #2**
Week 3 Jan 29-Feb 4 Phonological Awareness	What is Phonics? • ILA Position Statement • Phonics PowerPoint Balanced Literacy Diet Videos Phonics Sounds Video	**Rise Academy** **Module Quiz**
Week 4 Feb 5- 11 Phonics Instruction	Explicit vs Implicit Phonics Instruction • Teaching Strategies PowerPoint • Decoding Strategies • Florida Center for Reading Research Balanced Literacy Diet Videos Instructional Strategies Videos	**Phonics Activities/ Phonemic Awareness Activity Module Quiz Discussion #3**
Week 5 Feb 12-18	Phonics/ Word Study Principles and Practices	**Phonics lesson video Discussion #4**

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Date	Topics	Reading Assignments/ Assignment Due
	Word Study for Beginners in the Letter Name-Alphabetic Stage	
Week 6 Feb 19-25 Spelling	How to assess and teach spelling • Stages of Spelling Development PowerPoint • Strategies to assess and teach spelling • ILA Position Statement	**Spelling Activity Module Quiz Discussion #5**
Week 7 Feb 26-Mar 3 TEKS Analysis	PreK Guidelines and TEKS: analyze Phonics /Decoding/Spelling	**PreK Guidelines and TEKS standards inquiry Due: Mar 10th 11:59pm**
Week 8 Mar 4-10 Mid Term	The Assessment of Orthographic Development	**Case Study Analysis and Instructional Plan Mid Term TEKS inquiry due**
Week 9 Mar 18-24	Word Study for Learners in the Beginning & Emergent Stage Word Study for Transitional Learners in the Within Word Pattern Stage	**Discussion #6**
Week 10 Mar 25- 31	Word Study for Intermediate Readers and Writers: The Syllables and Affixes Stage	**Discussion # 7 Module Quiz**
Week 11 Apr 1- 7 Factors influencing Reading development	What is Comprehension? • Fluid Dynamics Article • Factors Influencing Comprehension PowerPoint	**Discussion #8**
Week 12 Apr 8-14 Factors influencing Reading development	What is Fluency? • Fluency PowerPoint • Fluency Activities Balanced Literacy Diet Videos	**Comprehension & Fluency Module Quiz**
Week 13 Apr 15-21 Literacy Assessment	What is Literacy Assessment and How do we use it? • ILA Position Statement • Reading Rockets Article • Case Studies	**Discussion #9**
Week 14	What is Literacy Assessment and	

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Date	Topics	Reading Assignments/ Assignment Due
Apr 22- 28 Literacy Assessment	How do we use it? • ILA Position Statement • Reading Rockets Article • Case Studies	**Module Quiz**
Week 15 April 29-May 5 Implementation / Review	Implementation of Word Study and Instruction: Schedules, Routines, and Materials/ RTI	**Discussion #10** Case Study analysis due 5/5 11:59 pm
Week 16 May 6-10		Case Study analysis due **Final Exam - Online**

Assignment	Points
Weekly Discussion Entry (10@ 10 points each)	100
Phonemic Awareness	100
TEKS Analysis	300
Phonics/Word Study Lesson Plan/ Video	200
Case Study Analysis Instructional Plan Mid term	200
7 Module quizzes (@ 100 points each)	700
Case Study analysis	200
Final Exam	200
Total	2000

Table 2 Total points for final grade

Grade	Points
A	1800-2000
B	1600-1799
D	1200-1399
F	Less than 1200

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Minimal Technical Skills Needed

Must be able to use Microsoft and Google Suites.

Instructional Methods

This is an online Competency Based Education (CBE) course. Learning activities include assorted reading and videos, discussions, quizzes, pre and project-based assessments which require you to apply what you have learned.

Submitted Work - Correct spelling and use of appropriate grammatical skills are expected on each written assignment or project. Most of the assignments/projects will be typed and utilize an appropriate style (*Times New Roman, 12 point font, double spaced*). **Unacceptable work will be returned, un-graded, or lead to reduction in grade.** In addition, plagiarized or copied word will receive a grade of ZERO with no make-up allowed.

Late/Incomplete Submission of Assignments

Work must be turned in when it is due for full credit. Late work will only be accepted in emergency situations that have been cleared. This means only illness or family emergencies.

Late work is discouraged as a rule. In the event that an assignment is submitted late, here is the grading scale for such:

10 point reduction for every day the assignment is late

This reduction does not begin at 100 points. It begins with the grade accessed for the quality of work submitted, then points removed for each day the submission is late.

Incomplete assignments are not accepted. I do not give partial credit.

An assignment is considered incomplete if it has multiple parts as expressed in the instructions and is submitted with even one part missing/incomplete. It will be returned with a zero and must be resubmitted with all components before a grade will be assessed. At that time, it is considered late and will fall under that policy as well and suffer grade reduction.

Extra Credit

No extra credit assignments will be given or accepted.

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Pretest

The Pretest for this course assesses your knowledge of concepts and lesson development in regards to phonemic awareness, phonics, and word study. The Pretest also assesses your knowledge of spelling and writing development and proper assessment of these topics.

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course.

Exams

You will have a mid-term and final exam. These will include pre-selected case studies for analysis and planning. They will be designated in that assignment.

Standards Inquiry

You will go through the PreK Guidelines and TEKS to explore what domains and standards are addressed throughout the PreK through 5th grade levels. You will have an explicit form to complete regarding these two sets of standards. This will help you in developing appropriate activities and lessons based on grade level and individual student expectations.

Module Assessments

You will complete 7 assessment modules throughout the course.. It is a great opportunity to review what you learned. These assessments must be passed at an 80% or higher to demonstrate competency.

If you score less than 80% on the assessment, you will have an opportunity to review course material and re-take the Module assessment. In order to demonstrate competency, a score of 80 points or higher is required in all modules.

Each module assessment will consist of multiple choice, true/false, and short answer questions. They will each be worth 100 points and be able to be taken no more than three times each. You must make at least an 80 on each assessment in order to successfully complete the course.

Discussion Questions

We will have 10 discussions throughout the class that will explore topics related to reading assignments, literacy instruction, and instructional implications. The discussions will occur throughout the semester in which you will discuss content from the readings. Discussion questions are posted in advance, so you can post your response at any time. Responses are due on Thursday of the week due and are worth 10 points. You must also post one reply in the discussion board by Sunday of the week due to receive the total of 10 points. Active participation is required and will be monitored. Your response must be courteous, timely, and carefully written.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by MSU have a corresponding course shell in the D2L Online Learning Management System (LMS). Below are technical requirements and associated system check.

D2L Technical Requirements

ACCESS AND NAVIGATION

You will need your user name and password to log into the course. If you do not know your user name or have forgotten your password, contact helpdesk@mwsu.edu. For more information on the MSU's IT services, see Information Technology.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both

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liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L.

Technical Support
If you are new to D2L or if you are having technical difficulty with any part of D2L, please contact Distance Education. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies
In order to demonstrate competency you must achieve 80% or higher on each required competency assessment.

Syllabus Change Policy
The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct
Students are expected to uphold and abide by certain standards of conduct that form the basis of the Student Code of Conduct. These standards are embodied within a set of core values that include integrity, social justice, respect, community, and responsibility. When members of the MSU community fail to exemplify these values, campus conduct proceedings are used to assert and uphold the Student Code of Conduct. The Code of Student Conduct is described in detail in the Student Handbook.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
https://www.britannica.com/topic/netiquette

Electronic Network Access

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Students using the university network facilities and services will indemnify and hold harmless the university against any and all actions or claims of infringement of intellectual property rights arising from the use of a network-based service or facility provided by the university. Network access is provided by password control. All passwords are managed and controlled by Information Systems. See [Student Handbook](#) for specific policies on electronic network access.

Academic Dishonesty

Students at MSU are expected to maintain high standards of integrity and honesty in their scholastic work. For more details and the definition of academic dishonesty see the [Student Handbook](#).

Important Dates

Last day for term schedule changes: <mark>January 16th</mark>
 Check date on [Academic Calendar](#).
Deadline to file for graduation: <mark>February 12th.</mark>
Spring break March10-16th
 Last date to drop class with a "W": <mark>March 25th</mark>
 Check date on [Academic Calendar](#).

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. It is the policy of Midwestern State University that no otherwise qualified person, on the basis of disability, be excluded from participation in, be denied the befts of, or be subject to discrimination under any education program, activity, or employment of the university. If you have a disability requiring an accommodation, please contact:

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Office of Student Disability Resources and Services
Physical location: Clark Student Center, 168
Phone: 940-397-4140
Fax: 940-397-4180
Email: disabilityservices@msutexas.edu
Website: https://msutexas.edu/student-life/disability/index.php

Nondiscrimination Notice

MSU will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

MSU is committed to providing a safe and secure learning, working, and living environment for students, faculty, staff, and visitors, and to respecting the right of
individuals who are licensed to carry a handgun where permitted by law. Individuals who are licensed to carry may do so on MSU's campus premises except in locations and at activities that are prohibited. The carrying of any handgun by an unlicensed person or the open carry of a handgun is not permitted in any place on MSU's campus premises. For more information on Carrying Concealed Handguns, see the Student Handbook.

Active Shooter
The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: *"Run. Hide. Fight."*

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References/Scientifically-Based Research/Additional Readings:
This course utilizes research on best practices in the field of teaching.
Additionally, content delivered for this course is based on accepted
up-to-date research in the field.
The following are some of the resources utilized to provide quality instruction
to students enrolled in the class.

Texas Prekindergarten Guidelines, Texas Education Agency (TEA)
Texas Prekindergarten Guidelines (see D2L for full list)

Texas Essential Knowledge and Skills (TEKS), Texas Education Agency (TEA)
K, 1, 2, 3.

Texas Essential Knowledge and Skills for ELAR (Elementary)

Elementary Certificate Standards for Core Subjects EC-6 and EC-3

The
National Reading Panel (who initially published the research findings and
instructional recommendations of the Science of Reading Research)
https://www.nichd.nih.gov/publications/pubs/nrp/smallbook?utm_source=blog&utm_medium=website

Science of Reading - a body of
Research that defines how students best learn to read.
https://www.readingrockets.org/article/simple-view-reading

Competency List

This course will build mastery of the following competency (or
competencies):

PPR Standards	Lesson Plans Exam Assessment analysis Case Study Analysis Video Lesson

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Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.	
A. Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade level and subject-area content.	
C. Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.	
EC3	
Domain II -- The Instructional Setting	Exam Lesson Plan Video Lesson Case analysis

Competency 005 The instructional Setting
   E. Demonstrate knowledge of practices and procedures for effectively planning and managing flexible student groupings, including pairings, individualized, and small group instruction, to facilitate learning.
   F. Demonstrate knowledge of activities, practices, materials, and technology to support the integration of oral, written, graphic, kinesthetic, and tactile methods into the teaching of key concepts and vocabulary and to assess student learning.	

Science of Teaching Reading	

Domain I - Reading Pedagogy	Exam Learning Activities Video Lesson Case study analysis for assessment Writing analysis Standards inquiry
Competency 001 – Foundations of the Science of Teaching Reading	
A. Demonstrate knowledge of scientifically based reading research (e.g., key findings of the National Reading Panel, the National Early Literacy Panel, the National Literacy Panel for Language Minority Children and Youth), including the key research-based components of reading instruction (i.e., phonemic awareness, phonics, fluency, vocabulary, and text comprehension) and the essential roles that oral language, writing, and motivation play in promoting reading development for students in prekindergarten through grade 3.	
B. Demonstrate knowledge of the Texas Prekindergarten Guidelines related to reading and the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) (Kindergarten through Grade 5).	
E. Recognize that decoding and encoding skills are reciprocal and develop synchronously during the early stages of literacy development, and demonstrate knowledge of the characteristics of students at various stages of spelling development (e.g., pre-communicative or pre-phonetic, semi-phonetic, phonetic, transitional, conventional).	

H. Demonstrate knowledge of key principles of research-based and evidence-based reading instruction, including basing instruction on the standards outlined in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5); making instructional decisions based on ongoing assessment results; designing and implementing developmentally appropriate, standards-driven instruction that reflects evidence-based best practices; and ensuring that reading instruction is systematic, sequential, explicit, and strategic and promotes the prevention of reading difficulties.	

I. Demonstrate knowledge of factors that can affect young children's reading development, including the amount of time children spend daily engaged in reading, the amount of screen time children engage in daily, a reading curriculum that emphasizes the development of productive reading and vocabulary skills (e.g. phonics, structural analysis) rather than overreliance on memorization and context clues and that emphasizes the reading of whole texts rather than worksheets, and the use of culturally responsive instructional practices (e.g., call-and-response strategies).	
Q. Demonstrate knowledge of basic linguistic terminology and concepts used in reading instruction (e.g., phoneme, morpheme, inflectional suffix, derivational affix, prosody), including identifying the role of various language systems (e.g., phonology, morphology, syntax, semantics, discourse, pragmatics) involved in oral language and literacy development.	
Competency 002 -- Foundations of Reading Assessment	
A. Demonstrate knowledge of the role of assessment in standards-based reading instruction, including basing reading assessment on relevant grade-level standards in the *Texas Prekindergarten Guidelines* or TEKS for ELAR (Kindergarten through Grade 5), and using data	

from ongoing reading assessments to inform instruction, to plan differentiated instruction, and to adjust instructional planning and delivery to meet all students' reading needs.	
C. Demonstrate understanding of the importance of using both code-based and meaning-based classroom reading assessments to inform instructional planning, and identify techniques for assessing various decoding skills (e.g., using word lists to assess recognition of high-frequency sight words; using word pattern surveys, pseudo word assessments, phonics inventories, writing samples, or spelling inventories to assess phonics knowledge and skills; using structural analysis inventories to assess syllabication and morphemic analysis skills) and various dimensions of reading comprehension (e.g., using oral retellings, written responses, or text-based questioning to assess reading comprehension and vocabulary knowledge; using oral language and writing samples to analyze academic language and vocabulary development).	
F. Demonstrate knowledge of the distinctions between group and individual classroom reading assessments and the characteristics, uses, and limitations of various formal and informal reading assessments (e.g., miscue analyses, informal reading inventories, phonics inventories, spelling inventories, retellings, running records, oral reading fluency measures, use of rubrics, portfolio assessment, assessment of authentic reading tasks).	
Domain II – Reading Development	Learning Activities Video Lesson Assessment analysis Case studies Spelling Analysis Module

	quiz
Competency 004 -- Phonological and Phonemic Awareness	
A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of phonological and phonemic awareness skills.	
B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonological and phonemic awareness and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.	
C. Demonstrate knowledge of the role of phonological and phonemic awareness in the development of literacy in an alphabetic language.	

	quiz
D. Demonstrate understanding of the distinctions between phonological awareness and phonemic awareness and the distinctions between phonemic awareness and the alphabetic principle.	
E. Demonstrate knowledge of key concepts related to the development of phonological and phonemic awareness (e.g., recognizing that young children naturally attend to the meaning of language rather than its sounds and that larger units of sound are easier to detect and manipulate than smaller units of sound).	
F. Demonstrate knowledge of the phonological awareness continuum as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5) and apply knowledge of the phonological awareness continuum in order to plan and deliver instruction that is systematic and sequential.	
G. Demonstrate knowledge of research-based strategies and best practices for promoting young children's development of phonological awareness skills.	

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H. Demonstrate knowledge of research-based strategies and best practices for promoting development of phonemic awareness skills, including strategies that help make the concept of phonemes more concrete for young children (e.g., using manipulatives).	
J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonological and phonemic awareness skills in order to address the assessed needs of all students.	
I. Recognize that a student's home language or language variety may not include all the sounds used in standard English and that English learners and speakers of various dialects or regional styles of English may require explicit, linguistically appropriate support in order to perceive and manipulate some of the phonemes of standard English.	
Competency 005 (Print Concepts and Alphabet Knowledge	
J. Demonstrate understanding that not all written languages are alphabetic, that many alphabetic languages are more phonetically regular than English, and that English learners' literacy development in English is affected by these factors.	
Competency 006 -- Phonics and Other Word Identification Skills	
A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in phonics and other word identification skills, including related spelling skills.	
B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonics and other word identification skills, including related spelling skills, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.	

C. Demonstrate knowledge of key concepts related to beginning reading, including the role of phonics and other word identification skills in students' development of accurate, automatic decoding; the role of accurate, automatic decoding in reading fluency and comprehension; the reciprocity between decoding and encoding; the importance of sequencing instruction in phonics according to the increasing complexity and relative utility of linguistic units; and the importance of providing students with explicit, systematic instruction in phonics and frequent practice applying new decoding skills in connected text.	
D. Demonstrate knowledge of the continuum of phonics skills as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5), from sounding out and blending each letter in decodable words, to recognizing VC and CVC words as units, to decoding more advanced words that contain increasingly complex letter combinations and/or less common phonics elements.	
E. Demonstrate knowledge of research-based strategies and best practices for delivering explicit, systematic phonics instruction (e.g., short vowels in VC and CVC words; short vowels in CVCC and CCVC words, first with consonant digraphs, then with consonant blends; long-vowel words spelled with silent e [VCe and CVCe]; long vowel words spelled with vowel teams [CVVC]; words with an r-controlled vowel	

[CVrC]; words with vowel teams that are diphthongs; words with consonant trigraphs or complex consonant clusters [CCCVC, CVCCC]).	
F. Demonstrate knowledge of research-based strategies and best practices for teaching common word patterns (e.g., word families), including explicitly teaching related spelling skills and patterns once students have developed basic phonics skills and orthographic knowledge.	

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G. Demonstrate knowledge of the role of high-frequency words in accurate, automatic decoding of grade-level text and knowledge of research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of grade level high-frequency words, including high-frequency words that are not phonetically regular.	
H. Demonstrate knowledge of research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of words that contain common inflectional endings (e.g., -s, -ed, -ing, -er, -est), including teaching common orthographic guidelines related to inflections and connecting an inflectional ending to its grammatical meaning.	
I. Demonstrate knowledge of research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of common homophones, homographs, and contractions.	
J. Demonstrate knowledge of research-based strategies and best practices for teaching students how to self-monitor when reading connected text in order to confirm accurate decoding and comprehension, including how to use semantic and syntactic clues to verify the meaning and pronunciation of homographs.	
K. Demonstrate knowledge of research-based strategies and best practices for reinforcing students' development of beginning reading skills (e.g., reading and rereading decodable texts that feature elements already taught, practicing applying newly taught elements in their writing).	
L. Recognize that a student's home language or language variety may not include all the sounds or sound sequences used in standard English and that English learners and speakers of various dialects or regional styles of English may require additional support in order to perceive, produce, read, or spell certain phonics elements (e.g., consonant clusters) or inflectional endings.	

M. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonics and other word identification skills in order to address the assessed needs of all students.	
Competency 007 -- Syllabication and Morphemic Analysis Skills	
A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in syllabication and morphemic analysis skills, including related spelling skills.	
B. Demonstrate ability to accurately interpret the results of ongoing assessments in syllabication and morphemic analysis skills, including related spelling skills, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.	
C. Demonstrate knowledge of the continuum of knowledge and skills related to syllabication and morphemic analysis skills as described in the TEKS for ELAR (Kindergarten through Grade 5).	
D. Demonstrate knowledge of research-based strategies and best practices for teaching accurate, automatic decoding and spelling of compound words.	
E. Demonstrate knowledge of common syllable types in English (e.g., closed, silent e, open, vowel team, r-controlled, consonant + le); common syllable division patterns (e.g., VC/CV, V/CV); and research-based strategies and best practices for developing students' accurate, automatic decoding and spelling of multisyllabic words.	
F. Demonstrate knowledge of common morphemes in English (e.g., base words, roots, inflections, derivational affixes), including the distinction between inflectional and derivational suffixes, and research-based strategies and best practices for developing	

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students' accurate, automatic decoding and spelling of multisyllabic words that contain two or more morphemes.	
G. Demonstrate understanding of the importance of teaching students to read common syllable types and morphemes as chunks in order to promote accurate, automatic decoding of multisyllabic and multimorphemic words and to support their ability to read increasingly complex texts with fluency.	
H. Demonstrate knowledge of research-based strategies and best practices for teaching accurate, automatic decoding and spelling of less common syllable types and morphemes, as well as other more advanced elements, including multisyllabic words with multiple sound-spelling patterns.	
I. Demonstrate knowledge of research-based strategies and best practices for teaching students how to use print and digital resources to determine syllabication, pronunciation, meaning, and word origin, including how to alphabetize a series of words to the third letter in order to facilitate their ability to use a variety of print resources.	
J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in syllabication and morphemic analysis skills in order to address the assessed needs of all students.	
Competency 008 – Reading Fluency	
E. Demonstrate knowledge of common factors that disrupt reading fluency (e.g., limited phonics knowledge; lack of automaticity in key decoding skills; limited recognition of grade-level, high-frequency words; unfamiliarity with a text's content, vocabulary, and/or grammatical structures), and apply knowledge of strategies for addressing these factors.	

F. Demonstrate knowledge of research-based strategies and best practices for promoting students' accuracy in order to enhance reading fluency and comprehension (e.g., reteaching grade-level decoding skills or high-frequency words not yet mastered).	
G. Demonstrate knowledge of research-based strategies and best practices for promoting students' reading rate and automaticity in order to enhance reading fluency and comprehension (e.g., engaging students whose decoding skills are not yet automatic in oral reading or whisper reading with teacher monitoring for accuracy and feedback; engaging students whose decoding skills are accurate and automatic in silent reading with accountability for comprehension).	
Domain III - Reading Development: Comprehension	Exam Analysis Case Studies
Competency 009 – Vocabulary Development	
I. Demonstrate understanding of the importance of teaching students' independent word-learning strategies, including structural/morphemic analysis, contextual analysis, and use of print and digital resources, in order to promote their ability to engage in self-sustained reading of assigned or self-selected grade-level texts in multiple genres.	
J. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to use structural/morphemic analysis skills, including etymology, to help them determine the meaning of unfamiliar words.	
Competency 010 -- Comprehension Development	
C. Demonstrate knowledge of factors affecting reading comprehension (e.g., oral language development, including listening comprehension skills; academic language development, including vocabulary and	

grammatical knowledge and skills; decoding skills; reading fluency; ability to monitor for understanding; background knowledge relevant to a text's topic or setting; level of English language proficiency; prior literacy experiences with other texts of the same genre or text type; specific text characteristics).	
Domain IV -- Analysis and Response	Case Studies

Competency 013 -- Analysis and Response	
B. Demonstrate the ability to identify a significant need that a student demonstrates related to foundational reading skills (e.g., phonemic awareness skills, phonics skills, recognition of high-frequency words, syllabication skills, morphemic analysis skills, automaticity, reading fluency [i.e., accuracy, rate, and prosody]) and to support the analysis with specific, appropriate examples from the student's reading performance.	
Science of Teaching Reading Curriculum Standards	Exam/ Mid Term Standards Strategies Case Study
Standard 19 TAC §235.15(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:
    (3) phonological and phonemic awareness
    (4) phonics
    (5) fluency	

(6) vocabulary development (7) comprehension of a literary text (9) beginning strategies and reading comprehension skills	

Appendix B:
TExES EC-6 Core Subjects ELAR Competency (Test 391)
Competency 001-Oral Language: The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides students with varied opportunities to develop listening and speaking skills.
Competency 002- Word Analysis and Identification Skills: The teacher understands the importance of word analysis and identification skills for reading comprehension and provides many opportunities for students to practice and improve these skills.
Competency 003—Reading Fluency: The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.
Competency 004—Reading Comprehension and Applications: The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.
Competency 005—Vocabulary Development: The teacher knows the importance of vocabulary development and applies that knowledge to teach reading, listening, speaking, and writing.
Competency 006—Reading, Inquiry, and Research: The teacher understands the importance of inquiry and research skills to students' academic success and provides instruction that promotes students' acquisition and effective use of these skills in the content areas.
Competency 007—Writing Conventions: The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.
Competency 008—Written Communication: The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.
Competency 010—Assessment of Developing Literacy: The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

Appendix C: Note about COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVE-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbot's executive orders,we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases,individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.