



Course Syllabus: Word Study: Language Structures and Phonics

Gordon T. & Ellen West College of Education and Professional Studies
READ 3023 X21
Fall 2026

Contact Information

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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.

Effective August 2, 2026, the State of Texas adopted new requirements related to the delivery of asynchronous coursework in educator preparation programs. Under the new requirements, asynchronous coursework is defined as self-paced, non-simultaneous instruction in which students access course materials and complete assignments within the time frame prescribed by the course. A course is considered asynchronous when more than 50% of the coursework is delivered asynchronously.

To ensure that this course meets the new state requirements, students will be required to participate in a synchronous Zoom meeting once each week. These meetings will provide opportunities for live instruction, discussion, interaction, and engagement with the instructor and classmates.

Synchronous class meetings for this course will be determined via a poll during the first week of class. Students are expected to attend and actively participate in each weekly Zoom meeting. The Zoom link is available in D2L → Course Information. This schedule is being implemented to ensure that the course complies with current Texas requirements governing the delivery of educator preparation coursework.

Meetings will be Wednesdays at 6:30

Textbook & Instructional Materials

No textbook required.

Course Objectives/Standards

Course Objectives	Assessments
Demonstrate and apply ELAR content knowledge related to phonological and phonemic awareness.	
Demonstrate and apply ELAR content knowledge related to phonics, phonics approaches/instruction, and word identification skills.	
Demonstrate and apply ELAR content knowledge related to print concepts and alphabetic knowledge.	
Demonstrate and apply ELAR content knowledge related to syllabication and morphemic analysis.	

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

This is an online Competency-Based Education (CBE) course. The points you earn for each of the assignments below will be used to calculate your total points. The total points you earn will be converted to a letter grade based on the table below. Since the course is competency-based, you will have up to 3 Opportunities to receive a proficient score of 80% or higher for each

assignment, including quizzes. Feedback and a due date for resubmissions will be provided to you as needed for assignments that do not earn a proficient grade on the first attempt.

Table 1: Points allocated to each assignment

Assignments	Points
Weekly Discussion Entry 3-5pts	15
Elevator Speech	5
RISE Academy	5
Phonics Video	5
TEKS Analysis	10
Spelling inventory	5
Phonics Case Study	5
Phonemic Awareness Case Study	5
7 Module quizzes 3-5 pts	15
TPRI Grouping Justification Paper	5
Fluency and Comprehension Video Analysis	5
STR Initial Exam Result and Reflection/ Alt Assign	20
Total	100

Table 2: Total points for final grade.

Grade	Points
A	90-100
B	80-89
	
D	70-79
F	69 or less

Instructional Methods

Learning activities include assorted reading and videos, discussions, quizzes, and project-based assessments that require you to apply what you have learned. You will also use Certify Teacher to prepare for the Science of Teaching Reading Exam. You can work ahead in modules if you wish; you just need to ensure ALL module assignments are submitted by the module due date outlined on the course schedule.

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). In addition, plagiarized or copied words will receive a grade of ZERO with no make-up allowed.

Quizzes

Some of the weeks will have an end-of-module quiz. These assessments will consist of 10 multiple-choice and true/false questions. You are allowed 3 attempts on the quizzes to earn an 80% or higher.

Pretest

The Pretest for this course assesses your knowledge of concepts and lesson development regarding 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.

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 to 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 and are worth 10 points. You must also post one reply in the discussion board by Sunday of the week to receive the total of 10 points. Active participation is required and will be monitored. Your response must be courteous, timely, and carefully written.

Phonological Awareness Elevator Speech

You will create an elevator speech to give to a principal or parent that explains what phonological awareness is and why it is so important to a student's future reading success.

Case Study Analysis/ Phonics Lesson Video

You will complete two case studies during this course, one in module 1 and one in module 3. The case study will require you to read a scenario about a student and analyze their instructional needs. Then you will do research to determine an appropriate instructional activity to address the student's learning goals. In addition to the case study analysis, in module 3, you will also submit a video delivering the phonics lesson you select to address the students' learning goal, ensuring that the lesson includes

explicit and systematic instruction and the gradual release of responsibility model.

RISE Academy

You will complete an online workshop intended to help pre-service teachers to build an understanding of phonics concepts. This workshop will take you through the entire phonics continuum and allow you to better grasp how phonics concepts work. This assignment is participation-based; completion of the workshop will result in the learner receiving full credit for the assignment. If you do not complete the workshop, you will not receive any credit for this assignment.

TPRI Student Grouping Exercise from Data

You will be provided a list of assessment results from an early childhood reading classroom. Based upon these results, you will determine the best plan for grouping students for small group instruction and be able to justify your groupings.

Spelling Inventory Analysis

You will analyze multiple writing samples from early childhood classrooms to develop and write a plan for what the students need in terms of their spelling development. This will be linked to their foundational phonics and word study knowledge.

Analyzing Other Factors that Influence Reading Development

After learning more about the connection between phonics/ word study and reading fluency and how fluency affects reading comprehension, you will study a video about a young child who is experiencing reading difficulties. The video will give you specific struggles the student has when reading. You will write an analysis of the factors that are contributing to the student's reading struggles.

STR Initial Exam Result and Reflection /Alt Assignment

You will be responsible for taking the initial Science of Teaching Reading (STR) exam in Certify Teacher and completing a reflection analyzing your results.

Late Work

Late work is discouraged as a rule. If an assignment is submitted late, a **10-point reduction in grade will be applied for every day the assignment is late.**

Important Dates

- Last day for term schedule changes: Check date on [Academic Calendar](#).
- Deadline to file for graduation: Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W:" Check date on [Academic Calendar](#).
- Refer to: [Drops, Withdrawals & Void](#)

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.

Attendance

Since this course is completely online, attendance will be measured by logging into D2L regularly, making adequate progress through the modules, and turning in assignments by the given due dates.

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 which 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 liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted,

or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

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 [MSUReady – Active Shooter](#). 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.”](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Use this area to tell the students what is scheduled for the duration of the class.

Please note the disclaimer above and include that with your schedule. There can be no blanks or merged cells in your table. You must put some kind of text in all the blanks such as: N/A or No content. You can use a dash (-) or "to" between dates, avoid using the @ sign unless in web address.

Online Meetings Wednesdays at 6:30 through virtual classrooms

Date	Topics	Reading Assignments/ Assignments Due
Week 1 Jan 20-25	Course Introduction Syllabus / Pretest Welcome discussion	Review Course Syllabus / Pretest Discussion #1 *Make sure you have Certify Teacher access and make a plan to take the Science of Teaching Reading (STR) Initial Exam. This is a large percentage of your Grade if you are seeking certification.
Week 2 Jan 26- Feb 1	What is Phonemic & Phonological Awareness?	Phonological Awareness: Elevator Pitch Module Quiz 1.1 Discussion #2
Week 3 Feb 2- 8	Phonics Knowledge What is Phonics? • ILA Position Statement • Phonics PowerPoint Balanced Literacy Diet Videos Phonics Sounds Video	Rise Academy (you have a few weeks to complete) Module Quiz 2.1 Discussion #3

Date	Topics	Reading Assignments/ Assignments Due
Week 4 Feb 9- 15 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 Video Phonics Case Study Module Quiz 3.1 Discussion #4
Week 5 Feb 16- 22 Spelling	How to assess and teach spelling • Stages of Spelling Development PowerPoint • Strategies to assess and teach spelling • ILA Position Statement	Spelling Inventory Activity Quiz Rise Academy Due Module Quiz 5.1
Week 6 Feb 23- Mar 1 TEKS Analysis	PreK Guidelines and TEKS: analyze Phonics /Decoding/Spelling	Discussion #5 TEKS due: Mar 1st Module Quiz 6.1
Week 7 Mar 2-8	Mid Point Check In	PreK Guidelines and TEKS standards inquiry Due: Mar 22nd 11:59pm
Week 8 Mar 9-15	Spring Break	
Week 9 Mar 16- 22 Mid Term		Phonemic Awareness Case Study TEKS inquiry due

Date	Topics	Reading Assignments/ Assignments Due
Week 10 Mar 23-29 Word Study	Word Study for Learners in the Beginning & Emergent Stage Word Study for Transitional Learners in the Within-Word Pattern Stage	
Week 11 Mar30-Apr 1 Word Study	Word Study for Intermediate Readers and Writers: The Syllables and Affixes Stage	Module Quiz 10.0
Week 12 Apr 6-12 Factors influencing Reading development	What is Comprehension? • Fluid Dynamics Article • Factors Influencing Comprehension PowerPoint	Discussion #6
Week 13 Apr 13-19 Factors influencing Reading development	What is Fluency? • Fluency PowerPoint • Fluency Activities Balanced Literacy Diet Videos	Comprehension & Fluency Module Quiz 12.1
Week 14 Apr 20-26 Literacy Assessment	What is Literacy Assessment and How do we use it? • ILA Position Statement • Reading Rockets Article • Case Studies	TPRI Assignment Quiz 6.1

Date	Topics	Reading Assignments/ Assignments Due
Week 15 Apr 27-May 3 Literacy Assessment Implementati on / Review	What is Literacy Assessment? How do we use it? • ILA Position Statement • Reading Rockets Article • Case Studies Implementation of Word Study and Instruction: Schedules, Routines, and Materials/ RTI	Case Study analysis
Week 16 May 4-8 Finals	Science of Teaching Reading (STR) Initial Exam Results and Reflection Final Check In	STR Assignment/ Alt Assignment.

References/Standards

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.

Insert References here.

Appendix A: Standards/Competencies

PPR Standards | Standards Inquiry

Discussions Assessment Analysis/ TPRI Student Grouping

Case Study

Analysis Video Lesson

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.

Domain II -- The Instructional Setting | Case Study Analysis Lesson Plan Video Lesson

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 | Video Lesson Case study Analysis Assessment Data

Writing Analysis Standards Inquiry Discussions

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 effective 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 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 analysis, 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 | Lesson plan/ video TPRI Assessment

Data Analysis

Writing/ Spelling Inventory

Analysis Case Studies

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.

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 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.

J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonological and phonemic awareness skills in order to address students' assessed learning needs.

I. Recognize that some students may need explicit, appropriate support to perceive and manipulate certain 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.
- 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 some students may need additional support 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 to address students' assessed learning needs.

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 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 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 resources.

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, 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 Assessment TPRI Data

Analysis Writing/Spelling Inventory Analysis

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 | Standards Inquiry Discussions

Case Studies Lesson plan/ video

The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and Texas Prekindergarten Guidelines about 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:

phonological and phonemic awareness

phonics

fluency

vocabulary development

comprehension of a literary text

(9) beginning strategies and reading comprehension skills