READ 3023- X20/ X21 – Word Study: Language Structures and Phonics Gordon T. & Ellen West College of Education

COURSE SYLLABUS: Spring 2026

Online

Contact Information

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

My normal response is within 24-48 hours of receipt, often much sooner.

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.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events 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

Textbook & Instructional Materials

No textbook is required. Numerous links and files will be provided within the course. Students must have access to computers and the Internet.

Required Technology

All students must have Internet access, a computer or regular access to a

computer. Students also need access to the Desire-to-Learn (D2L) platform,

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and the following technology applications: Word Processing software, Screen Recording Software, Microphone.

Learning Management System (LMS)

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

D2L Technical Requirements

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.

Access and Navigation

You will need your username and password to log into the course through D2L. 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 a 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. If you have technical difficulties in the course, there is also a student helpdesk available to you helpdesk@mwsu.edu. 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.

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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

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 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.

Student Handbook

Refer to: Student Handbook-2023-24

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

Course Schedule

Everything is due Sunday at 11:59 PM with a minimum grade of 80%.

These due dates are to keep you on track. Please note that you must make 80% or higher on every assignment. You are encouraged to work ahead.

Date	Topics	Reading Assignments/ Assignment Due
Week 1 **Mar 21**	Course Introduction Syllabus / Pretest Welcome discussion What is Phonemic & Phonological Awareness?	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.** **Module Quiz 1.1**
Week 1 Mar 21- 29 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** **Module Quiz 3.1** **Discussion #4**

Date	Topics	Reading Assignments/ Assignment Due

Week 2 **March 30-Apr 5**	Explicit vs Implicit Phonics Instruction • Teaching Strategies PowerPoint • Decoding Strategies • Florida Center for Reading Research Balanced Literacy Diet Videos Instructional Strategies VideosHow to assess and teach spelling • Stages of Spelling Development PowerPoint • Strategies to assess and teach spelling • ILA Position Statement	**Phonics Video** **Module Quiz 3.1** **Discussion #4**
Week 3 **Apr 6-12** TEKS Analysis	PreK Guidelines and TEKS: analyze Phonics /Decoding/Spelling	**Discussion #5** **TEKS due: Week 5** **Phonemic Awareness Case Study**
Week 4 **April 13-19** Mid Term	Mid Point Check In	**Phonemic Awareness Case Study**
		PreK Guidelines and TEKS standards inquiry Due: Mar 22nd 11:59 pm
Week 5 **April 20-26** Factors influencing Reading development	What is Comprehension? • Fluid Dynamics Article • Factors Influencing Comprehension Is Fluency? • Fluency PowerPoint • Fluency Activities Balanced Literacy Diet Videos	**Discussion #6** **Comprehension & Fluency** **Module Quiz 12.1**
Week 6 **Apr-27-May 2** Literacy Assessment Implementation / Review	What is Comprehension? • Fluid Dynamics Article • Factors Influencing Comprehension PowerPointWhat is Fluency? • Fluency PowerPoint • Fluency Activities Balanced Literacy Diet Videos	**Comprehension & Fluency** **Module Quiz 12.1Discussion #6**

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Date	**Topics**	**Reading Assignments/ Assignment Due**
Week 7 **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 8 **May 3-8** Finals	Science of Teaching Reading (STR) Initial Exam Results and Reflection Final Check In	**STR Assignment/ alternate assignment**

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Assignment	Points
Discussions 4	200
Spelling Inventory	50
Phonics video	50
Comprehension & Fluency	50
Phonics and Word Study Learning Activities	50
Module Quiz 5	200
Case Study Analysis	100
Midterm	100
Final Exam	200

Assignment	Points
Total	1000

Table 2 Total points for final grade

Grade	Points
A	900 to 1000
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

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Grading

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Assignment	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 Final Grade Conversions

Grade	Points
A	90-100
B	80-89
[redacted]	[redacted]
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.

Late Submission of Assignments

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.**

Extra Credit

No extra credit assignments will be given or accepted.

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.

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.

Alternate Assignment for students not in the certification path that is comparable to the STR and all learning in this course.

Other Important Dates

Last day for term schedule changes: Academic Calendar.

Deadline to file for graduation: Academic Calendar.

Last Day to drop with a grade of "W": Academic Calendar.

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 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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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.

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 a100% 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,s 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.

University Specific Policies and 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

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 the 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.

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Student Handbook

Refer to: Student Handbook

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Office of Student Conduct

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 WATCH. 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 that prohibit 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.

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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 as 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 the 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."*

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

Inclement Weather

Since this is an online course, no adjustments will be made to assignments or due dates in the event of inclement weather, unless the weather causes power outages that affect the ability to access online content. If power outages occur due to inclement weather, you will have extensions equal to the number of days of the power outage. For example, if an ice storm causes a 3-day power outage, the due date for the next module assignment would be adjusted by 3 days. Direct communication will be shared via D2L and email of new due dates if inclement weather should affect access to online content.

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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

International Literacy Association https://www.literacyworldwide.org/

The National Reading Panel 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

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 an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services

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 benefits 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:

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.

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Competency List

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.	

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	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.	

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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 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.	

H. Demonstrate knowledge of research-based strategies and best practices for promoting the 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 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.	

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 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 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 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 to facilitate their ability to use a variety of print

J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in syllabication and morphemic analysis skills 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 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 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	Case Studies Fluency and Comprehension Video Analysis
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, 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.	
CCCompetency 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

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 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: (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	

The *syllabus/schedule are subject to change.*