



Course Syllabus: Word Study: Language Structures and Phonics
College of Education
READ 3023
Fall 2024

Contact Information

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[Click here to enter text.](#)

Instructor Response Policy

For the fastest response, please text 940-247-0841. My goal is to respond to emails within 48 hours.

Textbook & Instructional Materials

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

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.

Course Objectives/Learning Outcomes/Course Competencies

Objectives and Outcomes:

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Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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

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.

<u>Assignments</u>	<u>Points</u>
<u>Discussions (5)</u>	<u>5</u>
<u>Quizzes (6)</u>	<u>12</u>
<u>Phonological Awareness Elevator Speech</u>	<u>5</u>
<u>Phonological Awareness Case Study Paper</u>	<u>5</u>
<u>RISE Academy</u>	<u>5</u>
<u>Phonics Case Study Paper</u>	<u>5</u>
<u>Phonics Lesson Video</u>	<u>5</u>
<u>Spelling Inventory Analysis</u>	<u>5</u>
<u>TPRI Student Grouping and Justification Paper</u>	<u>5</u>
<u>Fluency and Comprehension Video Analysis</u>	<u>5</u>
<u>Certify Teacher Access Screenshot</u>	<u>1</u>
<u>Certify Teacher Exam 1 and Reflection</u>	<u>5</u>
<u>Certify Teacher Study Mode</u>	<u>10</u>
<u>Certify Teacher Requirements Met</u>	<u>24</u>
<u>Personal Reflections (3)</u>	<u>3</u>
Total Points	100

Final Grade Conversions:

<u>Grade</u>	<u>Points</u>
<u>A</u>	<u>90-100</u>
<u>B</u>	<u>80-89</u>

Grade	Points
D	70-79
F	69 or less

Instructional Methods

Learning activities include assorted reading and videos, discussions, quizzes, project-based assessments which 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.

Extra Credit

No extra credit assignments will be given or accepted.

Quizzes

Each of the 6 modules 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.

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 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.

Late Work

Unless you have specially resached out to me with a plan, I will not accept late work.

Important Dates

Last day for term schedule changes: August 29. Check date on [Academic Calendar](#).

Deadline to file for graduation: September 23. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" October 9. 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

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

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

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) exists 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 Clark Student Center, Room 168, (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](#).

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 MSU TEXAS. 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 [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."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

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 Attached

References/Scientifically-Based Research/Additional Readings:
Click here to enter text.

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>

Competency List

This course will build mastery of the following competency (or 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.	
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	

<p>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.</p>	
<p>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).</p>	
<p>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).</p>	
<p>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.</p>	

<p>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).</p>	
<p>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.</p>	
<p>Competency 002 -- Foundations of Reading Assessment</p>	
<p>A. Demonstrate knowledge of the role of assessment in standards-based reading instruction, including basing reading assessment on relevant grade-level standards in the <i>Texas Prekindergarten Guidelines</i> 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.</p>	
<p>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).</p>	

<p>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).</p>	
<p>Domain II – Reading Development</p>	<p>Lesson plan/ video TPRI Assessment Data Analysis Writing/ Spelling Inventory Analysis Case Studies</p>
<p>Competency 004 -- Phonological and Phonemic Awareness</p>	
<p>A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of phonological and phonemic awareness skills.</p>	
<p>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.</p>	
<p>C. Demonstrate knowledge of the role of phonological and phonemic awareness in the development of literacy in an alphabetic language.</p>	

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.
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.
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

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).	

<p>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).</p>	
<p>Domain III - Reading Development: Comprehension</p>	<p>Case Studies Fluency and Comprehension Video Analysis</p>
<p>Competency 009 – Vocabulary Development</p>	
<p>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.</p>	
<p>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.</p>	
<p>Competency 010 -- Comprehension Development</p>	
<p>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).</p>	
<p>Domain IV -- Analysis and Response</p>	<p>Case Studies Assessment TPRI Data Analysis Writing/Spelling Inventory Analysis</p>

Competency 013 -- Analysis and Response	
<p>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.</p>	
<p>Science of Teaching Reading Curriculum Standards</p>	<p>Standards Inquiry Discussions Case Studies Lesson plan/ video</p>
Standard 19 TAC §235.15(b) Reading Development.	
<p>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:</p> <ul style="list-style-type: none"> 3. phonological and phonemic awareness <ul style="list-style-type: none"> 4. phonics 5. fluency 6. vocabulary development 7. comprehension of a literary text (9) beginning strategies and reading comprehension skills 	