



READ 5307
Literacy Instruction Practicum
School of Education
The University of Texas at Tyler

Course:	READ 5307.060 (20622)
Semester & Year:	Spring 2026
Location:	Graduate - Online
Instructor Information:	Dr. Gina M. Doepker Associate Professor of Literacy Education Christy Turner, Practicum Coordinator
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Office Hours:	Virtual Office Hours: Wednesday 1:00-4:00 (G. Doepker) Virtual Office Hours: Tuesdays 6:00-7:00 (C. Turner)

Important Reminders & Deadlines

First Class Day	January 12, 2026
Registration for Summer 2026 Begins	January 20, 2026
Deadline for Spring 2026 Graduation	March 2, 2026
Spring Break	March 9 - 13, 2026
Registration for Fall 2026 Begins	March 16, 2026
Last Day to Withdraw from Course	March 30, 2026
Final Exam Week	April 27-29, 2026
Spring Commencement	May 2, 2026

Course Description. Field experience focused on addressing the literacy instruction needs of struggling readers and writers in PreK-12 clinical and/or classroom settings. Prerequisite: READ 5306.

READ 5307 builds on the knowledge, skills, and experiences gained in READ 5306, which is designed to prepare you for the supervised practicum. In this companion course, you will have an

opportunity to apply what you learned about literacy assessment and instruction while working directly with school-aged children in real-world school settings.

Important Notes Re: Field-Based Practicum Requirements

The program emphasis on field work is consistent with The Texas Administrative Code, which stipulates that each certificate program provide a minimum of 360 hours (200 coursework and 160 hours of field) for the Reading Specialist¹ certificate. Following these guidelines and consistent with the Texas Examination of Educator Standards (TExES) for the preparation of reading teachers and reading specialists we have designed this practicum so that students spend approximately 160 hours engaging in field work that focuses on the identification of reading and writing difficulties, the design, implementation, and evaluation of evidence-based literacy instruction aimed at addressing these difficulties among normally-developing as well as struggling readers and writers.

Our program emphasis on field-work is also consistent with the new International Literacy Association Standards (ILA, 2017), particularly Standard 7: **Practicum/Clinical Experiences**, which places particular emphasis on candidates' ability to apply theory and best practice in multiple supervised practicum/clinical experiences.

In addition to the instructional support and field coordination provided by the course instructor and the practicum coordinator that take place at the university level, the field practicum is supported by two additional interrelated structures. These include regular support provided by an assigned Site Supervisor, an experienced individual currently in the field with whom the Practicum Candidate apprentices, and by a university assigned Field Supervisor, a qualified educator who helps support and supervise the work of the practicum candidate throughout the practicum experience.

To support candidate's field work, we have developed a Practicum Handbook, which provides more information about the graduate reading program and the field practicum, along with guidance on successfully completing course and practicum requirements. I will share a copy of the handbook and provide you with step-by-step guidance in completing this important field-based component of the program. I will also share a copy of the handbook with your Site Supervisor and university Field Supervisor who will be trained to assist with the implementation of the field practicum.

To facilitate and support your literacy coaching and mentoring, we will use **the Studio Media Library on Canvas**, an online coaching space that enables you to share your work with your site supervisor, field supervisor, course instructor and practicum coordinator who will review video-taped lessons, reflect on the type and quality of work completed, provide coaching and mentoring support, and reflect on progress made in light of the overall goals of the practicum. Finally, while most of the work completed in this course will be focused on coaching and supervising your work as a reading specialist, it will be supported by a few course lectures, projects, and assigned readings, most of which will be focused on effectively teaching essential elements of reading and differentiating instruction for normally developing students as well as students with special needs

¹ Texas Administrative Code, Chapter 239, Subchapter D)

- TAC § 241.10 (b). The Reading Specialist preparation program shall include a field-based practicum whereby candidates must demonstrate proficiency in each of the standards identified in § 42.15 this title.
- TAC 228.35 (b) an educator preparation program shall provide a candidate [for Reading Specialist] with a minimum of 200 clock hours of coursework that is directly aligned to the state standards.
- TAC 228.25 (c) (3) an educator preparation program shall provide a practicum ... for a minimum of 160 clock hours [for Reading Specialist]

(e.g., students suspected of having specific reading disabilities such as Dyslexia and English learners).

Knowledge Base(s) for This Course

This graduate level course builds upon the knowledge base and experiences gained in prior graduate coursework addressing language and literacy issues. The course addresses clinical and classroom aspects of literacy assessment and instruction. Emphasis will be placed on examining the causal factors, which inhibit the students' developmental processes of learning to read and write, and how an understanding of these factors enables a teacher to develop an effective program of instruction for all students, including those with language and learning challenges.

Course content incorporates the International Literacy Association Standards (ILA, 2017) as well as the Texas Examination of Educator Standards (TExES) for the preparation of reading specialists (TEA, 2012). ILA Standards pertain primarily to Standard 2: *Curriculum and Instruction*, Standard 3: *Assessment & Evaluation*, Standard 5: *Learners and the Literacy Environment*, and Standard 7: *Practicum/Clinical Experiences*. TExES standards pertain primarily to Domain II: *Assessment and Instruction*, Domain 3: *Strengths and Needs of Individual Students*, and Domain 4: *Professional knowledge and leadership*.

Course content is grounded in literacy research, policy, and effective practices (e.g., Bell & McCallum, 2008; Gay, 2000; NICHD, 2000, Snow, Griffin, & Burns, 2005) that identify the knowledge, skills, and dispositions expected of effective reading professionals. Course content is further guided by the following state and national standards:

1. *International Literacy Association (ILA, 2017) [Standards for the Preparation of Reading Professionals](#)*, with a specific focus on Standard 2: *Curriculum and Instruction*, Standard 3: *Assessment & Evaluation*, Standard 5: *Learners and the Literacy Environment*, and Standard 7: *Practicum/Clinical Experiences*.
2. *Texas Examination of Educator Standards (TExES, 2012) [Standards for the Preparation of Reading Specialists](#)*, with a focus on Standard II: *Assessment and Instruction*, Standard III: *Strengths and Needs of Individual Students*, and Standard IV: *Professional knowledge and leadership*.
3. *Texas Educator Standards (2016) Title 19: Chapter 149, Subchapter AA, Rule: 149.1001*, which delineate the performance criteria to be used to inform the training, appraisal, and professional development of teachers. Standards pertaining specifically to this course include Standard 1: *Instructional Planning and Delivery*, Standard 3: *Content Knowledge and Expertise*, and Standard 5: *Data-Driven Practice*.

Student Learning Outcomes (SLOs): Upon successful completion of the requirements of this course, students will be able to:

1. Develop an understanding of literacy assessment as an on-going and essential part of reflective literacy instruction. (Service Learning)
2. Expand knowledge about the types, characteristics, and applications of commonly used and evolving literacy assessment and instruction approaches, measures, and practices. (Service Learning)
3. Develop expertise in identifying students' literacy needs, and using that information for planning, implementing, and evaluating evidence-based literacy interventions to address those needs. (Service Learning)

4. Develop knowledge and skill in identifying and addressing the literacy needs of students with social, cultural, linguistic, and literacy learning needs, including English learners and students suspected of having learning needs such as dyslexia. (Service Learning)
5. Gain knowledge and skill in communicating literacy assessment and instruction results to students, parents, school administrators, and the public. (Service Learning)

Standards Matrix:

Student Learning Outcomes	Activities	Assessment	Standards Alignment
1. Develop an understanding of literacy assessment as an on-going and essential part of reflective literacy instruction.	Course Readings Lectures Assessment & Instruction Report	Class Participation & Discussions Service Learning Reflection Log Dyslexia Book Study Assessment & Instruction Report Portfolio Artifact	ILA 3.1, 3.2, 7.1, 7.3, 7.4 ; TExES 2, 3; TES 1, 3, 5; TPG 2, 3, 4; ISTE 2.7b,c InTASC 2, 6, 7; CCRS 1-10.
2. Expand expertise in identifying students' literacy needs, and using that information for planning, implementing, and evaluating evidence-based literacy interventions to address those needs.	Course Readings Lectures Assessment & Instruction Report	Class Participation & Discussions Small Group Instruction Service Learning Reflection Log Critical Examination of Teaching Dyslexia Book Study Assessment & Instruction Report Portfolio Artifact	ILA 2.1, 2.2, 2.3, 5.1, 7.1; TExES 2, 3; TES 1, 3, 5; TPG 2, 3, 4; ISTE 2.7b,c InTASC 2, 6, 7; CCRS 1-10.
3. Strengthen knowledge about the types, characteristics, and applications of commonly used and evolving literacy	Course Readings Lectures	Class Participation & Discussions Poll & Post	ILA 2.1, 2.2, 2.3, 3.1, 3.2, 5.1, 7.1 ; TExES 2, 3; TES 1, 3, 5;

assessment and instruction approaches, measures, and practices	Assessment & Instruction Report	Service Learning Reflection Log Dyslexia Book Study Assessment & Instruction Report Portfolio Artifact	TPG 2, 3, 4; ISTE 2.7b,c ; InTASC 2, 6, 7; CCRS 1-10.
4. Develop knowledge and skills in identifying and addressing the literacy needs of students with social, cultural, linguistic, and literacy learning needs, including English learners and students suspected of having learning needs such as dyslexia.	Course Readings Lectures Assessment & Instruction Report	Class Participation & Discussions Service Learning Reflection Log Dyslexia Book Study Peer Critique Assessment & Instruction Report Portfolio Artifact	ILA 2.1, 2.2, 2.3, 5.1, 7.1 ; TExES 2, 3; TES 1, 3, 5; TPG 2, 3, 4; ISTE 2.3b InTASC 2, 6, 7 ; CCRS 1-10.
5. Develop knowledge and skills in communicating literacy assessment and instruction results to students, parents, school administrators, and the public.	Course Readings Lectures Assessment & Instruction Report	Class Participation & Discussions Service Learning Reflection Log Dyslexia Book Study Assessment & Instruction Report	ILA 3.4, 7.1 ; TExES 2, 3; TES 1, 3, 5; TPG 2, 3, 4; ISTE 2.7c InTASC 2, 6, 7; CCRS 1-10.

COURSE EVALUATION AND REQUIREMENT DESCRIPTION

Performance Assessments

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including exams, assignments, projects, and class activities.

The projects and assignments outlined below are designed to contribute in different but complementary ways to your knowledge and experiences in determining students' literacy strengths and needs and designing evidence-based instruction aimed at addressing those needs in

clinical and school settings.

Important Note about Assigned Readings

Each lecture has a set of readings to support the learning outcomes for that lecture and associated course objectives. The volume of assigned readings will depend on the nature of the topics addressed in each lecture. Some of the readings will be selected from course textbooks; others will be selected from articles and related materials. Please note that given the vast amount of information available in the area of K-12 literacy assessment and instruction, I will not have enough class time to “cover” all of the readings assigned. Consequently, I ask that you **COMPLETE ALL ASSIGNED READINGS**, and be prepared to discuss them with classmates via discussion forums. All assigned readings are important for successfully completing class activities, assignments, and project.

1. **Class Participation & Discussions** (10 points or 10% of course grade). Throughout the semester, you will be expected to engage individually or in small groups in practicum-related readings and assignments and/or activities that will help promote and support your work in identifying student strengths and needs; in designing, implementing, and evaluating evidence-based literacy assessment and instruction; and in engaging in leadership actions and practices within your classrooms, schools, and/or districts.

Active participation entails making sustained and substantive contributions by completing assigned readings, asking critical questions, collaborating with peers, and exploring implications and applications of knowledge gained for your own professional work. Your synchronous and asynchronous discussion responses will be evaluated on the level of engagement (how thorough and detailed your contributions are), the quality of the contributions made (how thoughtful and substantive your contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to peers). The following criteria will be used to evaluate your class participation and engagement.

- At minimum, you should post one original response and two responses to peers’ posts.
- Original responses should be at least 250 words in length and should present your thoughts in an organized and well-written manner.
- Responses to peers should be at least 75 words in length and contribute substantively to the conversation.

2. **Poll & Post** (5 points or 5% of course grade)

Poll & Post Description — During the first week of class you will participate in a survey to discuss your thoughts about a particular topic that will be addressed throughout the course. At an appropriate time, you will complete a post assignment that specifically addresses the same topic. (**Poll = 1 point and Post = 4 points**)

3. **Dyslexia Book Study** (5 points or 5% of course grade). For this dyslexia book study you will read: Shaywitz, S. (2020) [*Overcoming dyslexia: A new and complete science-based program for reading problems at any level*](#). New York, NY: Vintage Books. The author of this book goes into sufficient depth, unattainable in an article that can help you turn up the heat

under some aspect regarding dyslexia characteristics, dyslexia identification practices and policies, and effective instruction for students with dyslexia..

- **Week 5:** You will have your book and begin to read it.
- **Week 7:** (1 point) You will join a whole class discussion forum in Canvas and provide an initial reaction to your book. This discussion post will include:
 - What are your initial thoughts, opinions, and questions you have about dyslexia.
 - Comment: Get around to at least two other people and leave a collegial note for them regarding their book selection.
- **Week 10:** (4 points) You will again join a whole class discussion forum in Canvas. By this time, you will have finished your book. In this week's post, address the following prompts that tie back in with the course's learning objectives.
 - Give examples of how has this book contributed to your understanding of the characteristics and identification of dyslexia.
 - Give examples of how has this book contributed to your understanding of historical and current research, policy, and practice related to dyslexia and literacy development.
 - Give examples of how has this book contributed to your ability to critically examine ways in which you can provide effective, multisensory strategies for teaching students with dyslexia.
 - Give examples of how has this book contributed to your ability to make changes to your own thinking and practice as an educator? Be specific.
 - Comment: Get around to at least two other people and leave a collegial note for them regarding their book selection.

4. **Service-Learning Field Reflection Log** (5 Logs @ 2 points each = 10 points). This field-based course is designed as a service-learning course. Throughout the semester you will be assessing, teaching, and progress monitoring a student or small group of students that are struggling in their literacy development in some way. Through this work you will be serving the needs of the student(s) that you are working with while also learning effective literacy assessment and literacy instruction/intervention methods at the same time. The Literacy Instruction Field Practicum Report will serve as a culminating project of what you have learned throughout READ 5306 and READ 5307. (See #5 below for project details.)

Specifically, you will start working with your student(s) for a period of 12 weeks starting on or about the second week of class, and ending on or about the 14th week of the semester or after you have completed about 24 hours of instruction—assuming an average of 2.5 to 3.0 hours per week for 12 weeks. Be prepared to complete pre-assessments (e.g., PAST) during the second week of the semester, implement your evidence-based instructional/intervention plan during the third through the thirteenth week, and complete post-assessments (same measures as in pre-assessment) during the 13th or 14th week of the semester.

An important aspect of service-learning is reflection. For this assignment you need to post a Service Learning Reflection Log for 5 weeks starting the fourth week of the semester and ending the 11th week of the semester regarding the work that you are completing with the student(s). You will specifically include a running log of the days & times that you worked with the student(s) each week, and briefly answer questions a-e below with questions f-h being optional.(Also remember to log all of your tutoring times on the TEA timelog.)

- a. How effective was your instruction during this week's lessons? Explain.
- b. What was your strength as a teacher this week?
- c. How is/are your student(s) responding to your instruction? Explain.
- d. What do you need to do differently? Why?
- e. What is your next instructional step? Explain.
- f. What concerns you? Explain.
- g. What questions do you have?
- h. How can the practicum team support you during this field experience?

5. Critical Examination of Teaching (10 points or 10% of course grade)

An important part of being an effective teacher is being able to critically examine and reflect on your teaching. Go back and rewatch all your videotaped tutoring lessons. Critically examine the effectiveness of your teaching from the first video to the last video. Answer the questions below.

1. How did your teaching approach evolve from the first video-taped literacy tutoring lesson to the last? What specific changes did you make in your instructional strategies or techniques?
2. In what ways did your understanding of your student's needs and learning style deepen over the course of the tutoring sessions? How did this understanding impact your teaching methods?
3. Reflecting on the first to the last video-taped lessons, what aspects of your teaching were most effective in promoting literacy development? How did you build upon these strengths throughout the tutoring process?
4. Were there any challenges or obstacles that you encountered during the tutoring sessions? How did you address these challenges, and what strategies did you employ to overcome them?
5. Compare the level of student engagement and participation in the first to the last tutoring sessions. How did your instructional approach contribute to fostering a more interactive and dynamic learning environment over time?
6. How did your use of instructional materials and resources change throughout the tutoring process? Did you discover any new tools or techniques that were particularly effective in supporting literacy skill development?
7. Reflect on your communication and rapport-building strategies with the student. In what ways did your relationship with the student evolve over the course of the tutoring sessions, and how did this impact the effectiveness of your teaching?
8. Consider the feedback and observations provided by mentors, peers, or supervisors throughout the tutoring process. How did you incorporate this feedback into your teaching practice, and what insights did you gain from external perspectives?

9. Reflect on the overall growth and progress made by the student from the first to the last video-taped lesson. What specific literacy skills or areas of improvement were most notable, and how do you attribute this progress to your teaching efforts?
10. Looking ahead, what lessons or insights have you gained from this tutoring experience that you will carry forward into your future as a reading specialist? How do you plan to continue refining and improving your instructional practices based on these reflections?

6. **Project: Literacy Instruction Field Practicum Report (QEP)** (50 points or 50% of course grade). In this field practicum assignment, you will have an opportunity to apply what you learn about literacy assessment, instruction, and leadership in a real-world school setting. Consistent with TEA rules and guidelines, the field practicum will require you to spend 160 hours engaged in work designed to strengthen your knowledge, skills, and dispositions with regard to (a) identification of students' literacy strengths and needs; (b) design, implementation, and evaluation of evidence-based literacy instruction; and (c) engaging in professional learning and leadership activities aimed at strengthening instructional practices and improving student's literacy achievement outcomes within your classrooms, schools, and/or districts. The field work completed in READ 5306, which was designed to prepare you for this field practicum will count toward the 160 hours of field work. Throughout the field practicum, you will have an opportunity to gain practical experience and skill in:

- a. (READ 5306) **Identify a child (or a small group of K-12 children) underperforming in the areas of reading and/or writing.**
- b. (READ 5306) Assessing the literacy strengths and needs of students in classroom, small group, and/or one-on-one settings.
- c. (READ 5306) Developing a literacy instruction plan aimed at addressing identified literacy needs.
- d. Implementing the literacy instruction plan as envisioned.
- e. Writing a report summarizing the outcomes of instruction and potentially the impact on student achievement and on your professional learning.
- f. Sharing your findings with fellow teachers, school leaders, and parents.

Specific details about when the field work starts, what it will entail, and how it will be implemented will be provided. Needless to say, you will be provided with guidance and assistance when determining students' literacy strengths and needs, planning and delivering instruction pertaining to the needs identified, showcasing your field work, and writing a report summarizing the findings of your literacy field work.

To provide you with mentoring and coaching support, TEA requires that you have three formal "interactions" with field supervisor throughout the practicum period: One during the first third of the semester (Mid-February), one during the second third of the semester, (Mid-March) and one during the last third of the semester (Mid-April). During these three interactions, you will have an opportunity to engage in the following activities:

- (a) *Pre-conference.* During this initial pre-conference to be arranged individually with your site supervisor (in school) and field supervisor (to be arranged online or in person), you will have an opportunity to discuss your plans for field-work, which includes taping three 45-minute videos of your field work at designated times during the practicum period.

You will then post taped videos via Canvas to be viewed by your field supervisor. *Please note that your site supervisor will not have access to your posted videos via Canvas, but your field supervisor will have access to the Canvas videos.*

- (b) *Observation.* Your field supervisor will have an opportunity to view your taped 45-minute videos, provide feedback, and complete an evaluation form documenting your work. *Note: Per TEA rules, the videotaped lessons must be at least 45 minutes in length.*
- (c) *Post-Conference.* During this time, you will have an opportunity to conference again with your field supervisor, who will share outcomes of their evaluation of your taped lessons, and offer guidance, mentoring and coaching as needed.

PEER CRITIQUE (5 points): You will also participate in peer review/critique of your implemented instruction/intervention lesson. Following your first videotaped tutorial lesson, you will share your videotaped lesson with your peer group and identify a segment of the lesson to focus attention on in order to receive feedback from your peers regarding your pedagogical practices. For example “*Please watch from minute 20 to minute 30 and let me know how my book introduction went.*” Likewise, you will view/critique identified clips of your peers videotaped lessons to provide your own feedback regarding your peers pedagogical processes. (Peer groups will be assigned by the course instructor.)

Please note that (a) your course instructor and practicum coordinator will view your taped videos and provide guidance and support as well throughout the practicum period; and (b) consistent with TEA guidelines, we will be maintaining verification of work related to your field practicum, which must be documented and made available for compliance audit purposes. More information about the requirements for the field practicum will be provided via lectures and associated assignments, as well as in the Practicum Handbook, which will be made available to you, your site supervisor, and field supervisor.

7. Program Portfolio Artifact (QEP) (5 points)

Portfolio Artifact Description: This assignment is designed to assure that you successfully and competently build your Program Portfolio the goal of which is to show ways in which your work in this program has enabled you to provide evidence, aligned with state and national standards, of your preparation to become a literacy leader. As you already know, the successful completion and presentation of your portfolio is a requirement for graduation from this program. Creating your portfolio will be an incremental process spanning the entirety of your time at UT Tyler. That is, this assignment is present in each course in your Master of Education in Reading program. In each course, including this one, you will (1) select your artifact from work already accomplished in this course this semester; (2) select an ILA national standard AND a TExES state standard for Reading Specialists about which this artifact is evidence of your mastery; (3) write your description of the course artifact; and (4) write your argument/rational for the course artifact.

PORTFOLIO NARRATIVE DIRECTIONS - You will write an entry, accounting for your **COURSE ARTIFACT** assignment, for your end-of Program Portfolio. You will write two dense (at least 6 sentences each), well-written paragraphs:

- 1: **DESCRIPTION** of the **COURSE ARTIFACT** assignment and how **YOU** completed it. (One Paragraph)

2: ARGUMENT/RATIONALE for the inclusion of your COURSE ARTIFACT as EVIDENCE of you meeting one of the ILA Standards (1-7) and one of the TExES Standards (I-IV). In other words, what standards and why (how) does your COURSE ARTIFACT PROVE that you are competent in the chosen standards? Provide specific evidence from your project in support of your argument for why various aspects prove your competency. Directly tie your argument/rationale back to the ILA and TExES Standards. (One Paragraph)

Evaluation and Grading Guidelines and Criteria: All written work should be typed (single-spaced, using 12 pt. New Times Roman font, one-inch margins, & page numbers), properly labeled, and carefully proofread and edited. Use APA style when citing references used in your work. The criteria for determining your final grade are outlined below.

Last day to Withdraw from Course: March 30th

Projects & Grading Criteria

Class Projects	Weight	Points	Due Dates
1. Class Participation & Discussions	10%	10 points	Ongoing
2. Poll & Post	5%	5 points	Weeks 1 & 2
3. Peer Critique	5%	5 points	February
4. Dyslexia Book Study	5%	5 points	Weeks 5, 7, & 10
5. Service Learning Field Reflections	10%	10 points	Weeks 3,5,7,8,11
6. Critical Examination of Teaching	10%	10 points	Week 13
7. Literacy Instruction Report	50%	50 points	Finals Week
8. Program Portfolio Artifact	5%	5 points	Week 14
Totals	100%	100 points	

Performance Standards

Points	Percent	Grade	Standard
93-100	93%	A	Superior
84-92	84%	B	Above Average
75-83	75%	C	Average
66-74	66%	D	Below Average
00-65	65% or Below	F	Unsatisfactory

F. NEW Required Texts and Materials:

- Honig, B., Diamond, L., Gutlohn, L., Cole, C. L., El-Dinary, P. B., Hudson, R., Lane, H. B., Mahler, J., & Pullen, P. C. (2018). [*Teaching reading sourcebook*](#). Arena Press.
- Diamond, L., & Thorsnes, B. J. (Eds.). (2018). [*Assessing reading multiple measures – revised 2nd edition*](#). Arena Press.

3. Geneva, G. (2018). [Culturally responsive teaching: Theory, research, and practice \(3rd ed.\)](#). New York: Teachers College.
4. [Publication Manual of the American Psychological Association: 7th Edition](#), 2020

CHOOSE ONE BOOK BELOW (Based on your teaching position/preference.)

5. Burkins, J., & Yates, K. (2021). [Shifting the balance, grades K-2: 6 ways to bring the science of reading into the balanced literacy classroom](#). Stenhouse Publishers.
6. Katie, C., Egan, Burkins, J., & Yates, K. (2023). [Shifting the balance, 3-5 6 ways to bring the science of reading into the upper elementary... classroom](#). Stenhouse Publishers. :

HIGHLY RECOMMENDED, BUT NOT REQUIRED

1. Eide, B. L., & Eide, F. F. (2012). [The dyslexic advantage: Unlocking the hidden potential of the dyslexic brain](#). New York, NY: Penguin Group.
2. Siegel, L. (2016). [Not stupid, not lazy](#). International Dyslexia Association.
3. Moats, L C., & Dakin, K. E. (2007). [Basic facts about dyslexia and other reading problems](#). International Dyslexia Association.
4. Lowell, S. C., Felton, R. H., & Hook, P. E. (2015), [Basic facts about assessment of dyslexia: Testing for teaching](#). International Dyslexia Association.
5. Mather, N., & Wendling, B. J. (2012). [Essentials of dyslexia assessment and intervention](#). Hoboken, NJ: John Wiley & Sons , Inc.
6. *Proust and the Squid: The Story and Science of the Reading Brain* by M. Wolf
7. *Show, Tell, Build: Twenty Key Instructional Tools and Techniques for Educating English Learners* By J. Nutta, C. Strebel, F. Mihai, E. Crevecoeur, and K. Mokhtari.
8. *3-Minute Reading Assessments: Word Recognition, Fluency, and Comprehension: Grades 1-4 (Three minute Reading Assessments)* by T. Rasinski and N. Padak
9. *3-Minute Reading Assessments: Word Recognition, Fluency, and Comprehension: Grades 5-8* by T. Rasinski and N. Padak
10. *In Pictures and In Words: Teaching the Qualities of Good Writing Through Illustration Study* by Katie Wood Ray

Additional readings to supplement course content will be selected from literacy research and practice journals such as *The Reading Teacher*, *Journal of Adolescent and Adult Literacy*, *Journal of Literacy Research*, *Middle School Research Journal*, *Reading Research Quarterly*, *TESOL Journal*, *Elementary School Journal*, *Educational Leadership*, *Exceptional Children*, *Reading Improvement*, *Voices in the Middle*, *Preventing School Failure*, and others (see sample references attached at the end of the syllabus).

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Alignment:

Learning Outcomes	Course Topics Lectures	Readings & Projects
1. Develop an understanding of literacy assessment as an on-going and essential part of reflective literacy instruction.	Lecture Introduction & Course Overview Lecture Early Screening of Children with Dyslexia Lecture Assessing and Teaching Morphology	Class Participation & Engagement Dyslexia Book Study Service Learning Reflection Log Literacy Instruction Report Portfolio Artifact
2. Expand expertise in identifying students' literacy needs, and using that information for planning, implementing, and evaluating evidence-based literacy interventions to address those needs.	Lecture Sharpening Instructional Purpose and Focus Lecture Basics of Identifying and Teaching Students with Dyslexia Lecture Strategies for Promoting Children's Oral Language and Literacy Development	Class Participation & Engagement Dyslexia Book Study Small Group Instruction Service Learning Reflection Log Critical Examniztion of Teaching Literacy Instruction Report Portfolio Artifact
3. Strengthen knowledge about the types, characteristics, and applications of commonly used and evolving literacy assessment and instruction approaches, measures, and practices	Lecture Assessing and Teaching Morphology Lecture The Critical Role of Morphology in Teaching Children to Read and Write	Class Participation & Engagement Poll & Post Dyslexia Book Study Service Learning Reflection Log Literacy Instruction Report Portfolio Artifact
4. Develop knowledge and skills in identifying and addressing the literacy needs of students with social, cultural, linguistic, and literacy	Lecture Early Screening of Children with Dyslexia Lecture Basics of Identifying and Teaching Students with Dyslexia	Class Participation & Engagement Dyslexia Book Study Service Learning Reflection Log

learning needs, including English learners and students suspected of having learning needs such as dyslexia.	Lecture Assessing and Teaching Students with Dysgraphia	Peer Critique Literacy Instruction Report Portfolio Artifact
5. Develop knowledge and skills in communicating literacy assessment and instruction results to students, parents, school administrators, and the public.	Lecture Writing Field Practicum Report	Class Participation & Engagement Literacy Instruction Report

READ 5307-060: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES
Tentative Schedule SPRING 2026

Topical Outline & Schedule: The following *tentative course calendar is subject to change* due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class sessions and modules will be made as determined by progress made in accomplishing the objectives of each class session.

WEEK # MODULE # Begin Date	Activities and Assignments	DUE DATE
	<p>Important: <i>The instructor reserves the right to change/adjust any assignments and/or due dates in the best interest of the class. Ample notice will be given to students for any such changes.</i></p> <p>START of WEEK: For READ 5307, the start of each week is Monday. This means that materials and the lecture should be posted by Midnight (12:00 a.m.) on each Monday.</p> <p>END of WEEK: All your work is due BY Sunday nights at 11:59pm. This means that each week's work must be completed and turned in by Sunday night by 11:59pm. It is up to you to organize your time and assignments to accomplish this.</p> <p>EXCEPTION: Last week – see below.</p>	
Module 1 M 1/12	<p>Module Focus: <i>Course Overview</i></p> <p>READ:</p> <ul style="list-style-type: none"> - Practicum Handbook - TEA Reading Specialist Requirements - TEA Practicum Requirements - Directions for Submitting a STUDIO Video <p>VIEW:</p>	1/18 11:59 pm

	<p>LECTURE NOTES:</p> <ul style="list-style-type: none"> - Course & Practicum Overview <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - Studio Bio Video - Submit Draft Assessment & Instruction Plan (READ 5306) - Field Practicum Expectations - Poll 	
<p>Module 2 M 1/19</p>	<p><i>Module Focus: Sharpening Instructional Purpose and Focus</i></p> <p>READ:</p> <ul style="list-style-type: none"> - Fisher & Frye: <i>School-Wide Literacy Framework</i> - Lesson Sample Using the Gradual Release of Responsibility - Textbook #3: <i>Culturally Responsive Teaching</i> – Chapter 8 Epilogue: Looking Back and Projecting Forward <p>VIEW:</p> <p>LECTURE NOTES:</p> <ul style="list-style-type: none"> - Sharpening Instructional Purpose and Focus <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - Practicum Conference with Course Instructors - Post 	<p>1/25 11:59 pm</p>
<p>Module 3 M 1/26</p>	<p><i>Module Focus: Basics of Identifying and Teaching Students with Dyslexia</i></p> <p>READ:</p> <ul style="list-style-type: none"> - The Dyslexia Handbook (TEA, 2021) - The Dyslexia Handbook Update (TEA 2021) <p>VIEW:</p> <ul style="list-style-type: none"> - FAT City – Reading and Decoding <p>LECTURE:</p> <ul style="list-style-type: none"> - Basics of Identifying and Teaching Students with Dyslexia <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - Service Learning Reflection Log #1 - Discussion: Fat City – Reading & Decoding 	<p>2/1 11:59 pm</p>
<p>Module 4 M 2/2</p>	<p><i>Module Focus: Early Screening of Children for Dyslexia</i></p> <p>READ:</p> <ul style="list-style-type: none"> - Tests for Dyslexia and Language Disorders - Gaab: <i>It's a Myth that Young Children Cannot Be Screened for Dyslexia!</i> - <i>At a Glance: How Reading Changes the Brain</i> 	<p>2/8 11:59 pm</p>

	<p>VIEW:</p> <ul style="list-style-type: none"> - Do Dyslexia-Friendly Fonts Really Work? - ADP, Dyslexia, of Both? - Can I Get an fMRI Scan to Show that My Daughter Has Dyslexia? <p>LECTURE NOTES:</p> <ul style="list-style-type: none"> - Early Screening of Children for Dyslexia <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - Practicum Studio Video #1 DUE January 13th-February 8th - Discussion: Assessing and Teaching Children with Dyslexia 	
<p>Module 5 M 2/9</p>	<p>Module Focus: <i>Two Texas Approaches to Teaching Students with Dyslexia</i></p> <p>READ:</p> <ul style="list-style-type: none"> - Texas Dyslexia Laws - IDA FAQ Sheets <p>VIEW:</p> <ul style="list-style-type: none"> - Dyslexia Conference - Reading Comprehension Strategies for Students with Dyslexia - TEA HB 3 in 30 Video Series: Increasing Support for Special Education, Improving Reading Outcomes, and the Dyslexia Allotment - Dyslexia Handbook Changes Overview Webinar – Oct. 14, 2021 - Mallary Lattanze Dyslexia Presentation <p>LECTURE NOTES:</p> <ul style="list-style-type: none"> - Dyslexia in Texas (TEA Powerpoint) - Tamala Everett Dyslexia Information Powerpoint <ul style="list-style-type: none"> o Intervention Lesson Plan Outline o Coding Sheet for Parents o Sounds and Spellings <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - Service Learning Reflection Log #2 - Start reading: Shaywitz, S. (2020) Overcoming dyslexia: A new and complete science-based program for reading problems at any level. New York, NY: Vintage Books. 	<p>2/15 11:59 pm</p>
<p>Module 6 M 2/16</p>	<p>Module Focus: <i>Small Group Instruction to Promote Childrens' Oral Reading Fluency & Literacy Development</i></p> <p>READ:</p> <ul style="list-style-type: none"> - Kuhn, M. R.: A comparative Study of Small Group Fluency Instruction - Kuhn, M. R.: Whole Class or Small Group Fluency Instruction: A Tutorila of Four Effective Approaches - Wilson: Brisk and Effective Fluency Instruction for Small Groups - Textbook #1: Section IV – Reading Fluency (319-404) - Textbook #6: Chapter 5 – Revisiting Fluency Instruction 	<p>2/22 11:59 pm</p>

	<p>VIEW:</p> <p>LECTURE NOTES:</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - Discussion: The effectiveness of small group fluency instruction. - Peer Critique 	
<p>Module 7 M 2/23</p>	<p>Module Focus: <i>The Critical Role of Morphology in Teaching Children to Read and Write</i></p> <p>READ:</p> <ul style="list-style-type: none"> - Mokhtari: <i>Contribution of Morphological Knowledge</i> - Kieffer & Lessaux: <i>Breaking Down Words to Build Meaning: Morphology, Vocabulary, and Reading Comprehension in the Urban Classroom</i> - Textbook #1: Section V – Vocabulary - Textbook #6: Chapter 3 – Recommitting to Vocabulary Instruction <p>VIEW:</p> <p>LECTURE NOTES:</p> <ul style="list-style-type: none"> - The Critical Role of Morphology in Teaching Children to Read and Write <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - Service Learning Reflection Log #3 - Peer Critique - Dyslexia Book Study Introduction 	<p>3/1 11:59 pm</p>
<p>Module 8 M 3/2</p>	<p>Module Focus: <i>Assessing & Teaching Morphology</i></p> <p>READ:</p> <ul style="list-style-type: none"> - Graves: Teaching Prefixes as good as it gets <ul style="list-style-type: none"> o Prefix and Suffix Families - Mountain: <i>ROOTing out meaning: More morphemic analysis for primary pupils</i> - Sample Morphological Knowledge or Awareness Assessments - Textbook #1: Section V – Vocabulary - Textbook #6: Chapter 3 – Recommitting to Vocabulary Instruction <p>VIEW:</p> <p>LECTURE NOTES:</p> <ul style="list-style-type: none"> - Assessing and Teaching Morphology <p>ASSIGNMENTS:</p>	<p>3/8 11:59 pm</p>

	- Discussion: Teaching Prefixes: Making Strong Instruction Even Stronger	
3/9 – 3/13	Spring Break	
Module 9 M 3/16	<p>Module Focus: <i>Morphology Matters in Learning How to Read</i></p> <p>READ:</p> <ul style="list-style-type: none"> - Carlisle: Morphology matters in learning to read: a commentary - Singson et al.: The relation between reading ability and morphological skills: Evidence from derivational suffixes - What Should Morphology Instruction Look Like? - Using Morphology to Teach Vocabulary - Textbook #1: Section V – Vocabulary - Textbook #6: Chapter 3 – Recommitting to Vocabulary Instruction <p>VIEW:</p> <p>LECTURE NOTES:</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - Practicum Studio Video #2 DUE February 9th-March 14th - Service Learning Reflection Log #4 - Discussion: Morphology Matters in Learning how to Read 	3/22 11:59 pm
Module 10 M 3/23	<p>Module Focus: <i>Writing Field Practicum Report</i></p> <p>READ:</p> <ul style="list-style-type: none"> - Final Report Format - Final Report Rubric - Final Report Sample – Margaret Docherty - Final Report Sample – Elissa Jones <p>VIEW:</p> <p>LECTURE NOTES:</p> <ul style="list-style-type: none"> - Writing Field Practicum Report <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - Dyslexia Book Study Final Reflection 	3/29 11:59 pm
Module 11 M 3/30 LAST DAY TO WITHDRAW 3/30	<p>Module Focus: <i>How Does Morphology Instruction Help Comprehension?</i></p> <p>READ:</p> <ul style="list-style-type: none"> - Mokhtari & Thompson: <i>How problems of reading fluency and comprehension are related to difficulties in syntactic awareness skills among fifth graders</i> - Mokhtari & Niederhauser: <i>Vocabulary and Syntactic Knowledge Factors in 5th Grade Students' Reading Comprehension</i> - Textbook #1: Section V – Vocabulary - Textbook #6: Chapter 3 – Recommitting to Vocabulary Instruction 	4/5 11:59 pm

	<p>VIEW:</p> <p>LECTURE NOTES:</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - Service Learning Reflection Log #5 - Literacy Instruction Report DRAFT 	
<p>Module 12 M 4/6</p>	<p>Module Focus: <i>Assesing & Teaching Students with Dysgraphia</i></p> <p>READ:</p> <ul style="list-style-type: none"> - Reutzel: <i>The Place of Handwriting in Early Education</i> <ul style="list-style-type: none"> o Writing Quality Evaluation Rubric o Handwriting Assessment Rubric <p>VIEW:</p> <ul style="list-style-type: none"> - Dysgraphia: What You Need to Know <p>LECTURE NOTES:</p> <ul style="list-style-type: none"> - Assessing and Teaching Students with Dysgraphia <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - Discussion: Understanding Dysgraphia 	<p>4/12 11:59 pm</p>
<p>Module 13 M 4/13</p>	<p>Module Focus: <i>Final Practicum Tutoring Work Week</i></p> <p>READ:</p> <p>VIEW:</p> <p>LECTURE NOTES:</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - Critical Evaluation of Teaching 	<p>4/19 11:59 pm</p>
<p>Module 14 M 4/20</p>	<p>Module Focus: <i>Final Practicum Post-Testing Work Week</i></p> <p>READ:</p> <ul style="list-style-type: none"> - Textbook # 2: Assessing Reading Multiple Measures (Whole Book) <p>VIEW:</p> <p>LECTURE NOTES:</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - Practicum Studio Video #3 DUE by March 15th-April 25th - Literacy Instruction Report FINAL DRAFT DUE April 29th 	<p>4/26 11:59 pm</p>
<p>LAST WEEK Module 15 4/27</p>	<p>Module Focus: <i>Final Report</i></p> <p>READ:</p> <p>VIEW:</p> <p>LECTURE NOTES:</p> <p>ASSIGNMENTS:</p>	<p>4/29 12:00 pm</p>

	- Portfolio Artifact	
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Name: _____

**Use of Assessment to Inform Instruction
Project Evaluation Rubric
(Total Points = 50)**

Criteria/ Category	Exceeds Expectations (A)	Meets Expectations (B)	Needs Improvements (C)	Does Not Meet Expectations (D)	Points (Grade)
Introduction & Student Profile Description (15)	Critical information regarding the project and student profile are <i>expertly</i> described and presented.	Critical information regarding the project and student profile are <i>adequately described</i> and presented.	Critical information regarding the project and student profile are <i>poorly</i> described and presented.	Critical information regarding the project and student profile <i>ineffectively</i> described and presented.	
Assessment of Student Strengths & Needs (15)	Assessment data obtained are <i>expertly</i> analyzed, interpreted, and used to inform instruction for target student.	Assessment data obtained are <i>adequately</i> analyzed, interpreted, and used to inform instruction for target student.	Assessment data obtained are <i>poorly</i> analyzed, interpreted, and used to inform instruction for target student.	Assessment data obtained are <i>ineffectively</i> analyzed, interpreted, and used to inform instruction for target student.	
Design of Instruction to Enhance Student Achievement (15)	Instructional plan is <i>expertly</i> designed, coherent, focused. Proposed instruction is supportive of student strengths and needs.	Instructional plan is <i>adequately</i> designed, coherent, focused. Proposed instruction is supportive of student strengths and needs.	Instructional plan is <i>poorly</i> designed, coherent, focused. Proposed instruction is supportive of student strengths and needs.	Instructional plan is <i>ineffectively</i> designed, coherent, focused. Proposed instruction is supportive of student strengths and needs.	
Writing Quality & Presentation (5)	Report is <i>expertly</i> organized, well presented, well written. Proposed instructional plan is clear and easy to implement.	Report is <i>adequately</i> organized, well presented, well written. Proposed instructional plan is clear and easy to implement.	Report is <i>poorly</i> organized, well presented, well written. Proposed instructional plan is clear and easy to implement.	Report is <i>ineffectively</i> organized, well presented, well written. Proposed instructional plan is clear and easy to implement.	
Total Points					

Comments: _____

