

Syllabus for RDG 512 Advanced Teaching Reading II
College of Health and Education
School of Education
Spring 2026

Instructor: Vicki Piquette

Meeting Times: W 5:30-8:20 p.m.

Classroom: TEE 241

Office Hours: Tuesday/Thursday 1:00-4:00 (in office) & Friday by appointment (virtual)

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Course Website: <https://blackboard.lms.csupueblo.edu>

Catalog Description: Centers on advanced principles and concepts of reading instruction, emphasizing vocabulary, comprehension, and the reading-writing connection.

Prerequisites: RDG 555 and RDG 510

Class Meeting Structure: Face-to-Face

Credit Hours: This three-credit course uses a face-to-face format and will meet for 170 minutes per week, with the remainder of the work being done outside class. Coursework, including homework, is expected to require about 280 minutes per week of student effort.

Required Texts:

Diamond, L. & Thomas, B. J. (2008). *Assessing Reading Multiple Measures* (2nd ed.). Core Literacy Library, Arena Press.

Honig, B., Diamond, L., & Gutlohn, L. (2018). Teaching reading sourcebook (3rd ed.). Core Literacy Library, Arena Press.

Wexler, N. (2019). The knowledge gap: The hidden cause of America's broken education system--and how to fix it. Penguin Random House.

Additional Required Materials:

Catts, H. W. (2021-2022, Winter). Rethinking how to promote reading comprehension. *American Federation of Teachers*, 1-19.

Graves, M. F., Baumann, J.F, Blachowicz, C.L.Z., Manyah, P., Bates, A., Cieply, C., Davis, J.R., Von Gunten, H. (2013). Words, words everywhere, but which ones do we teach? *The Reading Teacher*, 67(5), 333-346.

Hirsch, E. D. (2010/2011, Winter). Beyond comprehension: We have yet to adopt a common core curriculum that builds knowledge grade by grade, but we need to. *American Educator*, American Federation of Teachers, 30-36.

Reading Rockets website. <https://www.readingrockets.org/> (Various articles and resources)

Willingham, D. (2006/2007, Winter). The usefulness of brief instruction in reading comprehension strategies. *American Educator*, American Federation of Teachers, 39-50.

Course Objectives: Upon completion of all course activities, each student will meet the following benchmarks.

Students in this course will plan and organize effective reading instruction based on their growing knowledge and understanding of:

1. Critically analyze the Simple View of Reading to elucidate developmental trajectories and diagnose reading difficulties.
2. Synthesize and evaluate the phases of reading development, formulating advanced instructional strategies that correspond to each developmental stage.
3. Demonstrate an in-depth understanding of the cognitive and linguistic traits of skilled readers.
4. Expound on key terminology and critically assess research findings about the development and pedagogy of reading, vocabulary acquisition, and comprehension (both listening and reading).
5. Design and implement evidence-based instructional approaches and targeted interventions to enhance reading comprehension.
6. Critique the efficacy of direct vocabulary and comprehension instruction, particularly for students from culturally and linguistically diverse backgrounds.
7. Integrate advanced reading and writing instructional methodologies to promote literacy across diverse content areas.
8. Apply and evaluate specific, research-driven instructional strategies aimed at improving reading vocabulary and comprehension (both listening and reading).

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	4
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	4
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	4
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	3
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	3
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	3

7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	2
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	2

Course Requirements:

Assignments & Requirements	Points	State Standards Addressed	KPS Standards
Chapter Notes: Students will take notes while reading the required chapters utilizing the required note catchers. Each note catcher is worth 10 points.	180	4.02(5), 4.02(5)(a), 4.02(5)(b), 4.02(5)(c), 4.02(5)(d), 4.02(5)(e), 4.02(5)(f), 4.02(5)(g), 4.02(6), 4.02(6)(c), 4.02(6)(d), 4.02(6)(e), 4.02(6)(f), 4.02(6)(f)(i), 4.02(6)(f)(ii), 4.02(6)(f)(iii), 4.02(7), 4.02(7)(a), 4.02(7)(b), 4.02(7)(d), 4.02(7)(e), 4.02(9), 4.02(9)(b), 4.02(10), 4.02(10)(b), 4.02(10)(c), 4.02(10)(d), 4.02(10)(e), 4.02(11), 4.02(11)(a), 4.02(11)(b), 4.02(11)(c), 4.02(11)(d), 4.02(11)(e), 4.02(12), 4.02(12)(a), 4.02(12)(b), 4.02(12)(c), 4.02(12)(d), 4.02(12)(e), 4.02(12)(f)	1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9 2.2, 2.4, 2.5 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8 4C.8, 4D.2, 4E.1, 4E.2, 4E.3, 4E.4, 4F.1, 4F.2, 4F.3, 4F.4, 4F.5, 4G.1
Quizzes: Students will be assessed over course material on four quizzes that cover comprehension instruction, assessment, models and reading development; vocabulary; morphology; and comprehension. Each lesson is worth 20 points.	80	4.02(5), 4.02(5)(e), 4.02(5)(f), 4.02(6), 4.02(6)(a), 4.02(6)(a)(i), 4.02(6)(b), 4.02(6)(b)(ii), 4.02(6)(b)(iv), 4.02(6)(d), 4.02(6)(d)(i), 4.02(7)(a), 4.02(7)(b), 4.02(10), 4.02(10)(a), 4.02(10)(b), 4.02(10)(h), 4.02(11), 4.02(11)(a), 4.02(11)(d), 4.02(11)(e), 4.02(12), 4.02(12)(f), 4.02(13), 4.02(13)(b)(iii)	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8 4C.8, 4D.2, 4E.1, 4E.2, 4E.3, 4E.4, 4F.1, 4F.2, 4F.3, 4F.4, 4F.5
Reading Go Tutoring: All fieldwork students will take part in tutoring a small group of students in a local school. Students with their own classroom also can participate in this experience, as well, with a student. As part of this experience, students will take the Reading Go training (10 points and submit their tutee's pre- and post-tests (15 points each). Each tutoring session takes about 30 minutes and tutors should plan on tutoring their student at least twice a week. This experience is part of the fieldwork hours required.	40	4.02(5), 4.02(5)(a), 4.02(5)(b), 4.02(5)(d), 4.02(5)(e), 4.02(5)(f), 4.02(5)(g), 4.02(6), 4.02(6)(f), 4.02(6)(f)(iii), 4.02(7), 4.02(7)(f), 4.02(10), 4.02(10)(a), 4.02(10)(d), 4.02(10)(e), 4.02(11), 4.02(11)(a), 4.02(11)(b), 4.02(11)(c), 4.02(11)(d), 4.02(12), 4.02(12)(a), 4.02(12)(c), 4.02(12)(d), 4.02(12)(f), 5.11(1)	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 2.4 3.8 4D.2, 4E.1, 4E.2, 4E.3, 4E.4, 4F.1, 4F.2, 4F.3, 4F.4, 4F.5, 4G.1
Book Study Groups: Students will be placed in book study groups to discuss <i>The Knowledge Gap</i> . Each member will be responsible for reading the assigned chapters, filling out book study forms, and participating fully in their book study group. Each book study is worth 20 points (10 points per	120	4.02(10)(f), 4.02(11), 4.02(11)(a), 4.02(11)(d), 4.02(11)(e), 4.02(12), 4.02(12)(c), 4.02(12)(f)	1.1, 1.3, 1.5, 1.7, 1.9 4E.1, 4E.2, 4F.1, 4F.4, 4G.1

sheet; 10 points per self/peer evaluation). There are six total book study sessions.			
Language Comprehension Planning Sheet: Students will utilize the language comprehension planning sheet to pre-plan their required lesson, ensuring that all required elements are present.	25	4.02(5), 4.02(5)(a), 4.02(5)(e), 4.02(5)(f), 4.02(5)(g), 4.02(6), 4.02(6)(f), 4.02(6)(f)(iii), 4.02(10), 4.02(10)(a), 4.02(10)(d), 4.02(10)(e), 4.02(11), 4.02(11)(a), 4.02(11)(b), 4.02(11)(c), 4.02(11)(d), 4.02(12), 4.02(12)(a), 4.02(12)(c), 4.02(12)(d), 4.02(12)(f), 5.11(1)	1.2, 1.9 4D.2, 4E.1, 4E.2, 4E.3, 4E.4, 4F.1, 4F.2, 4F.3, 4F.4, 4F.5, 4G.1
Lesson Plans: Students will write TWO lesson plans with the lesson plan template provided to them in the course. The first lesson will be an interactive read aloud and the second lesson plan will be focused on language comprehension. Each lesson is worth 25 points.	50	4.02(5), 4.02(5)(a), 4.02(5)(b), 4.02(5)(d), 4.02(5)(e), 4.02(5)(f), 4.02(5)(g), 4.02(6), 4.02(6)(f), 4.02(6)(f)(iii), 4.02(7), 4.02(7)(f), 4.02(10), 4.02(10)(a), 4.02(10)(d), 4.02(10)(e), 4.02(11), 4.02(11)(a), 4.02(11)(b), 4.02(11)(c), 4.02(11)(d), 4.02(12), 4.02(12)(a), 4.02(12)(c), 4.02(12)(d), 4.02(12)(f), 5.11(1)	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 2.4 3.8 4D.2, 4E.1, 4E.2, 4E.3, 4E.4, 4F.1, 4F.2, 4F.3, 4F.4, 4F.5, 4G.1
Lesson Reflections: Students will be responsible for teaching TWO lessons in the field—one interactive read-aloud and one comprehension lesson. Students will then turn in a self-reflection and alignment sheet (30 points) and a cooperating teacher's reflection (20 points) of each lesson. Each set of reflections is worth 50 points. (*Note: RDG 512 students with their classrooms are not required to have a cooperating teacher's reflection, but will be required to do self-reflection and alignment sheet of lessons taught).	60-100	4.02(5), 4.02(5)(a), 4.02(5)(b), 4.02(5)(d), 4.02(5)(e), 4.02(5)(f), 4.02(5)(g), 4.02(6), 4.02(6)(f), 4.02(6)(f)(iii), 4.02(7), 4.02(7)(f), 4.02(10), 4.02(10)(a), 4.02(10)(d), 4.02(10)(e), 4.02(11), 4.02(11)(a), 4.02(11)(b), 4.02(11)(c), 4.02(11)(d), 4.02(12), 4.02(12)(a), 4.02(12)(c), 4.02(12)(d), 4.02(12)(f), 5.11(1)	1.2 3.8 4D.2, 4E.1, 4E.2, 4E.3, 4E.4, 4F.1, 4F.2, 4F.3, 4F.4, 4F.5, 4G.1 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10
Assessments Administration & Summary Reports: Students will administer four reading assessments—CORE Vocabulary & CORE Reading Maze Comprehension Test. Students will write up a summary sheet that reports their student's score(s), discusses the results, suggests instructional practices for the students based on the results, and rationales for instructional practices suggested. At the end of the semester, students will compile all assessment data into a final case study file. Each assessment administration and summary report is worth 25 points.	75	4.02(7), 4.02(7)(a), 4.02(7)(b), 4.02(7)(c), 4.02(7)(d), 4.02(7)(e), 4.02(7)(f)	3.4, 3.6, 3.8 4D.2, 4E.1, 4E.2, 4E.3, 4E.4, 4F.1, 4F.2, 4F.3, 4F.4, 4F.5
Fieldwork Form: Fieldwork students will turn in their fieldwork form once it is signed by their fieldwork school personnel. (*Note: RDG 512 students with their classrooms are not required to do fieldwork hours).	5	4.02(5), 4.02(5)(g), 4.02(9)(d)	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10
Field Experience Logs: Students must have 20 hours of fieldwork in	20	4.02(5), 4.02(5)(g), 4.02(9)(d)	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10

<p>this course. Fieldwork hours will be checked at midterm and the end of the semester. Each checkpoint is worth 10 points.</p> <p>(*Note: RDG 512 students with their classrooms are not required to do fieldwork hours).</p>			
<p>Graduate Literacy Project: Students will design a project that will extend past this course. The premise of the project is to increase children's enjoyment of literacy. Projects must be instructor-approved. Students will present their findings and their projects to the class on the final night of the course.</p>	100	4.02(5)(g), 4.02(10)(f)	4E.1, 4E.3, 4F.1, 4F.2, 4F.3
<p>Final Project: Students will demonstrate their knowledge of the course's content by creating a "one-pager" document for each topic covered in the course.</p>	100	4.02(5), 4.02(5)(a), 4.02(5)(c), 4.02(5)(e), 4.02(5)(f), 4.02(7), 4.02(7)(a), 4.02(7)(b), 4.02(7)(c), 4.02(7)(d), 4.02(10), 4.02(10)(a), 4.02(10)(b), 4.02(10)(c), 4.02(10)(d), 4.02(10)(e), 4.02(11), 4.02(11)(a), 4.02(11)(b), 4.02(11)(c), 4.02(11)(d), 4.02(12), 4.02(12)(a), 4.02(12)(c), 4.02(12)(d), 4.02(12)(f)	4E.1, 4E.3, 4F.1, 4F.2, 4F.3 5.2, 5.3
<p>Participation & Attendance: Attend and participate in every class. Each is worth 32 points for the semester.</p>	64	4.02(5)(b), 4.02(5)(c), 4.02(5)(d), 4.02(5)(e), 4.02(6)(b)(ii), 4.02(6)(b)(iii), 4.02(6)(b)(v), 4.02(6)(e)(i), 4.02(6)(f)(i), 4.02(6)(f)(iii), 4.02(7)(c), 4.02(7)(d), 4.02(7)(f), 4.02(10), 4.02(10)(a), 4.02(10)(c), 4.02(10)(e), 4.02(10)(f), 4.02(11), 4.02(11)(a), 4.02(11)(b), 4.02(11)(c), 4.02(11)(d), 4.02(11)(e), 4.02(12), 4.02(12)(a), 4.02(12)(b), 4.02(12)(c), 4.02(12)(d), 4.02(12)(e), 4.02(12)(f), 5.11(1)	3.4, 3.6, 3.8 4D.2, 4E.1, 4E.2, 4E.3, 4E.4, 4F.1, 4F.2, 4F.3, 4F.4, 4F.5, 4G.1

KPS Statement: The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with the IDA's Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outline the knowledge and skill that all teachers of reading should possess. Standard 1 addresses foundational concepts, derived from interdisciplinary research, about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard 4 addresses Structured Literacy™ teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in field work or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found here: <https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5yt1wk/>

Attendance/Participation: All students are responsible for attending class and for completing the weekly assignments. Much of the class time will be spent in collaborative activities and discussions, and your absence will affect your learning and that of your classmates. Each class period will contain activities that reflect upon the week's readings and the course material. Because of this, it is expected that each student

comes to class fully prepared, having read all the required readings and completing assigned homework. Bring your textbooks, class materials, and other materials from your own classrooms to work on during the class period.

Each unexcused absence will result in a loss of 2 points, and students entering class late will lose 1 point. An *excused absence* is one in which an unforeseen and unpredicted emergency results in absence or lateness. Attendance is a professional responsibility, and excused absences will be treated much as they would be for educators in public schools. Illness (with verification), deaths in the family, and transportation problems (a car accident or car breakdown on the way to class) may be examples. Because the professor does not like to be placed in the position of judging the veracity of an excuse, independent, objective evidence should be submitted. To be an excused absence/tardy, the student must call and leave a message about the absence on the professor's voicemail as soon as possible (before class) so that the impact of the absence on class activities can be minimized. Excessive absences, whether excused or unexcused, will result in a meeting with the professor and, if the professor believes that sufficient content has been missed so that the student cannot master course objectives, the student will be asked to drop the course. It is always the responsibility of the student to gain information about content, assignments, etc. that she/he missed. This includes checking Blackboard and completing ALL assignments that were missed in class.

Grading:

At the end of the course, all points will be summed, and grades assigned according to the following:

Percentage	Grade Level	GPA
100% to 94%	A	4.0
93% to 90%	A-	3.7
89% to 87%	B+	3.3
86% to 84%	B	3.0
83% to 80%	B-	2.7
79% to 77%	C+	2.3
76% to 70%	C	2.0
69% to 67%	D+	1.3
66% to 64%	D	1.0
63% to 60%	D-	0.7
59% and below	F	0.0

For a minimum grade of "C" in the course, all of the requirements included above must be completed and turned in for a grade.

AI Usage: Generally speaking, you are not authorized to use artificial intelligence engines, software, or artwork-generating programs (or similar) to produce work for this class EXCEPT on assignments that I have identified and for which you will have received significant guidance on the appropriate use of such technologies. I will provide more information about the specific assignment when the time is appropriate in the course. You may not, however, construe this limited use as permission to use these technologies in any other facet of this course.

Late Work: An assignment is late if it is not turned in at the place, date, and time established by the professor. All assignments turned in late will result in a reduction of 10% of possible points for each day late. The professor understands that at times there are extraordinary circumstances that occur and should be taken into consideration. These circumstances must be shared with the professor before the due date (and not the night before) for any extension to be given.

Field Experience: Students are expected to read and understand all of the information contained in the Field Experience Expectations & Policies document. Students will be asked to leave their field experience and this course if they are not progressing with course requirements as expected by the cooperating

teacher, principal, and/or the instructor. Common infractions include not showing up for fieldwork, being late to fieldwork, failure to be prepared enough to impact student learning, failure to prepare and fulfill the requirements of teaching demands, relationship conflicts with the field experience teacher, lying, cheating, plagiarism, and other unprofessional behavior as noted in the School of Education's Program Dispositions. If a problem is brought to the attention of the instructor, the student will be placed on a formal support plan for one week. If progress is not made within 1 week, the student will be removed from field experience. Students cannot complete the course if they have been asked by the cooperating teacher, school, or university instructor to leave the field experience placement. Students may withdraw from the course if the timing of the dismissal allows it. However, if the dismissal happens after the withdrawal date, students will earn a failing grade (F).

Incomplete Grades: A grade of "Incomplete" will only be assigned if a student and the professor have agreed upon the grade before the end of the last week of classes and will not be assigned merely because work may be incomplete. Extraordinary circumstances such as excused illness or death in the family must have occurred for an incomplete to be considered. In all cases, if an incomplete is granted, it is the responsibility of the student to submit a timeline of due dates for all incomplete assignments. Failing to meet such timelines will result in grades of "0" on those assignments.

Faculty Initiated Student Withdrawal: Students who are enrolled for this course but do not meet prerequisite requirements (such as being admitted to the School of Education, having a high enough GPA, submitting background checks to the office, etc.) will be asked to drop the course before the end of the drop period. Students will be notified of this in writing. If a student drops the course before the end of the drop period, it will be removed from his/her transcript and no grade will be issued. However, if the student does not drop the course by the end of the drop period, the instructor will initiate a withdrawal (see university catalog regarding Faculty Initiated Student Withdrawal). The instructor will notify the student of this action in class and/or by contacting them using the email or phone number on file with the School of Education. If the attempts to contact the student are unsuccessful after one week, the instructor will take the withdrawal form to the department chair for signing. The student will receive a grade of W on his/her transcript for the course.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU-Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations: <https://www.csupueblo.edu/disability-resource-and-support-center/faculty-staff-resources.html>. If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see Disability Resources as soon as possible to arrange services. Disability Resources is located in OSC 104 and can be reached by phone (719-549-2648) and email (csup_dro@csupueblo.edu).

Starfish Performance Notifications: Starfish notifications inform you and your academic success team of your performance in this class. Reading these emails and/or texts and taking the suggested actions is highly encouraged for your success. Please access Starfish through PAWS to view your kudos or flags. You may also access Tutoring and request assistance from many other services through Starfish.

Course Evaluations: Faculty are required to set aside time during a class period for student course evaluation. The evaluation period will take place during the last three weeks of the course. Please be prepared to complete your course evaluation digitally during class in Week 15.

References:

Archer, A.L. & Hughes, C.A. (2011). *Explicit instruction: Effective and efficient teaching*. The Guilford Press.

Beck, I. L., McKeown, M. G., & Kucan, L. (2008). *Creating robust vocabulary: Frequently asked questions and extended examples (Solving problems in the 21st century)*. The Guilford Press.

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Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, 19(1), 5-51.
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Donah, S. (2016). *Improving morphemic awareness: Using base words and affixes*. W.V.C.ED.

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Glaser, D. (2020). *Morpheme magic: Lessons to build morphological awareness for grades 4-12*. Deborah R. Glaser.

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Hennessy, N. L. (2021). *The reading comprehension blueprint: Helping students make meaning from text*. Paul H. Brookes Company.

Hennessy, N. L. & Salamone, J. A. (2024). *The reading comprehension blueprint activity book: A practice and planning guide for teachers*. Paul H. Brookes Company.

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Moats, L.C. (2020). *Speech to print: Language essentials for teachers* (3rd ed.). Brookes Publishing.

Moats, L.C. & Tolman, C.A. (2019). *Language essentials for teachers of reading and spelling (LETRS)* (3rd ed.). Voyager Sopris Learning.

National Early Literacy Panel. (2008). *Developing early literacy: A scientific synthesis of early literacy development and implications for intervention*. National Institute for Literacy.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*.

Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. Routledge.

Rasinski, T., Padak, N., Newton, R. M., & Newton, E. (2020). *Building vocabulary with Greek and Latin roots* (2nd ed.). Shell Education.

Seidenberg, M. (2017). *Language at the speed of sight: How we read, why so many can't, and what can be done about it*. Basic Books.

Stone, L. (2019). *Reading for life: High-quality literacy instruction for all*. Routledge.

Willingham, D.T. (2017). *The reading mind: A cognitive approach to understanding how the mind reads*. Jossey-Bass.

Wolf, M. (2007). *Proust and the squid: The story and science of the reading brain*. Harper Perennial.

Zucker, T. A., & Cabell, S. Q. (2023). *Strive-for-five conversations: A framework that gets kids talking to accelerate their language comprehension & literacy*. Scholastic.

Course Schedule:

Week	Topic	Reading Required	Assignments
1 (January 21st)	Instruction & Assessment	Sourcebook, Comprehension Introduction (pp. 609-632)	Fieldwork Forms
2 (January 28th)	Science of Reading: Comprehension Models	Wexler, Chap. 1-2 “Rethinking How to Promote Reading Comprehension” by Hugh Catts	Book Study #1 Chapter Notes: Comprehension Introduction & Catts article
3 (February 4th)	Comprehension Development (Language & Reading)	Reading Rockets Articles: “Typical Reading Development” & “What Should be Emphasized at Each Stage of Reading Development?”	Chapter Notes: Reading Development Tutoring Training
4 (February 11th)	Background Knowledge	Wexler, Chap. 3-4	Quiz: Comprehension Instruction, Assessment, Models & Reading Development Book Study #2 Tutoring Pre-Assessment
5 (February 18th)	Vocabulary	Sourcebook, Vocabulary Introduction (pp. 407-418); Sourcebook, Chap. 11	Chapter Notes: Vocabulary Introduction & Specific Word Instruction Interactive Read-Aloud Plan
6 (February 25th)	Vocabulary Instruction & Assessment	Sourcebook, Chap. 12	Chapter Notes: Word-Learning Strategies Book Study #3
7 (March 4th)	Morphology Knowledge & Instruction	Sourcebook, Chap. 13	Chapter Notes: Word Consciousness Quiz: Vocabulary
8 (March 11th)	Sentence Comprehension (Syntax; Semantics; Discourse)	Wexler, Chap. 5-6	Interactive Read-Aloud Reflection CORE Vocabulary Assessment & Summary Report Field Experience Logs-Due Friday
9 (March 18th)	Verbal Reasoning	Wexler, Chap. 7-8 “The Usefulness of Brief Instruction in Reading Comprehension Strategies” by Daniel Willingham	Book Study #4 Quiz: Morphology Chapter Notes: Reading Strategies (Willingham article)
10 (April 1st)	Literacy Knowledge	Sourcebook, Chap. 3	Chapter Notes: Print Awareness Language Comprehension Lesson Planning Sheet
11 (April 8th)	Comprehension	Sourcebook, Chap. 14	Chapter Notes: Literary Text Book Study #5
12 (April 15th)	Comprehension Instruction & Assessment	Sourcebook, Chap. 15	Chapter Notes: Informational Text Language Comprehension Lesson
13 (April 22nd)	Content Area Literacy	Wexler, Chap. 9-10	Book Study #6 Quiz: Comprehension
14 (April 29th)	Language Comprehension Difficulties & Intervention	DLD Fact Sheet (NIDCD)	CORE Reading Maze Comprehension Assessment & Summary Report
15 (May 6th)	Language Comprehension Case Study	Wexler, Chap. 11-12	Field Experience Logs-Due Friday Language Comprehension Reflection Due Tutoring Post-Assessment Final Case Study Report
16 (May 13th @ 6:00 p.m.)	Final		Final Project Graduate Project Presentations

Syllabus Reference Sheet

Managing Life Challenges and Getting Support

College should be challenging, not overwhelming. Let us help. We understand that life occurs beyond the classroom. Should you or someone you know encounter an unexpected crisis (securing food or housing, managing a financial crisis, drastic changes in mood or behavior, missing school due to an emergency, loss of a loved one, etc..) please submit a Pack CARES referral to be connected with advocacy and support, free of charge: <http://bit.ly/packcares>

The Wolfpack [Counseling Center](#): Here to Listen. Here to Help.

We are open Monday through Friday from 8am to 5pm. Appointments are preferred, but walk-ins are welcomed and this is a free service to students. We now offer CRISIS/Emergency intervention during off hours. Just call our number and a therapist will be available from our answering service to talk with you then, and we will follow up with you the next morning.

Call us at 719-549-2838 or stop in at the CIHHI building Room 174.

Course Concerns? We Want to Know.

Our goal at CSU Pueblo is to provide the best possible experience for students. Your first contact for any course concern is your instructor. If your concern requires further attention, please contact the department chair for that course. The full resolution process for Academic Course-Related and other concerns is detailed in the Student Complaint Resolution Process found [here](#).

Questions on Financial Aid or FAFSA?

Please contact [Student Financial Services](#) for information or Counselor assistance. Call 719-549-2753 or csup_financialaid@csupueblo.edu

Academic Misconduct

Academic misconduct is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic misconduct, the instructor will follow protocol as identified by their department. Academic misconduct is grounds for disciplinary action by both the instructor and the [Office of Student Conduct and Community Standards](#). Any student found to have engaged in academic misconduct may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic misconduct, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible, as described in the [Catalog](#).

Academic misconduct is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the

CSU Pueblo [Student Code of Conduct](#). Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct. For assistance call 719-549-2067 or contact the [Office of Student Conduct and Community Standards](#)

Institutional Equity

CSU Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Furthermore, CSU Pueblo is committed to maintaining respectful, safe, and non-threatening educational, working, and living environments. The [Policy on Discrimination, Protected Class Harassment, and Retaliation](#) addresses the types of conduct which are prohibited by CSU Pueblo in order to maintain its longstanding commitment to a campus environment free from Discrimination, Protected Class Harassment, and Retaliation, as well as for compliance with applicable legal requirements. Further, CSU Pueblo is committed to an environment which is equitable to all parties through the application of Title IX of the Federal Education Amendments. The law states “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance”. CSU Pueblo addresses this law through the [Policy on Title IX, Sexual Harassment, and Gender Discrimination](#).

Any campus community member in need of support, resources, or guidance is welcome to contact the Office of Institutional Equity and Title IX via email at csup_ie@csupueblo.edu or by phone at 719-549-2210. University employees are required to promptly report any violations of the above-named policies to the Office of Institutional Equity.