Syllabus for RDG 540 SPED Literacy Instruction
College of Health and Education
School of Education
Summer 2025

Instructor: Vicki Piquette   **Phone:** (719)549-2791
Meeting Times: Asynchronous   **Email:** vicki.piquette@csupueblo.edu
Classroom: Online   **Instructor Office:** T233-F
Office Hours: By appointment (virtual)   **Course Website:** https://blackboard.lms.csupueblo.edu

Catalog Description: Employs evidence-based methodologies in advanced literacy instruction, addressing the five essential components of literacy, writing, and effective instructional practices.

Prerequisites: RDG 555

Class Meeting Structure: Online & Asynchronous

Credit Hours: This 8-week, 3-credit graduate course uses an asynchronous, online format. All coursework, including homework, is expected to require about 850 minutes per week of student effort.

Required Text(s) and Other Materials:
Hanford, E. (2017, October 10). *Hard to read* [Audio podcast]. APM Reports.

Hanford, E. (2018, October 10). *Hard words* [Audio podcast]. APM Reports.

Hanford, E. (2020, August 6). *At a loss for words* [Audio podcast]. APM Reports.

Hanford, E. (2022, August 19). *What the words say* [Audio podcast]. APM Reports.

Spear-Swerling, L. (2022). *Structured literacy interventions: Teaching students with reading difficulties, Grades K-6.* The Guildford Press.

Reading Rockets. (2024). *Reading 101: Self-paced learning modules. Reading 101: Self-Paced Learning Modules | Reading Rockets*

For Annotated Bibliography Assignment:

Brady, S. (2020, September/October). A 2020 perspective on research findings on alphabetics (phoneme awareness and phonics): Implications for instruction. *The Reading League, 3,* 20-28.

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. https://doi.org/10.1177/1529100618772271

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

Ehri, L. (2020). The science of learning to read words: A case for systematic phonics instruction. *Reading Research Quarterly,* 1-16.

Graham, S. (2019). Changing how writing is taught. *Review of Research in Education, 43*, 277-303. https://doi.org/10.3102/0091732X18821125

Graves, M. F., Baumann, J. F., Blachowicz, C. L. Z., Manyak, 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. https://doi.org/10.1002/TRTR.1228

Hasbrouck, J. (2020, September/October). An update to the national reading panel report: What we know about fluency in 2020. *The Reading League Journal,* 29-31.

Spear-Swerling, L. (2018). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. *Teaching Exceptional Children, 51(*3), 201-211. https://doi.org/10.1177/0040059917750160

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

1. Critically analyze historical and contemporary paradigms in literacy instruction for students with special needs, with a particular emphasis on reading disabilities and dyslexia.
2. Synthesize research-based insights on instructional methodologies tailored to address specific deficits in reading and writing among students.
3. Formulate and implement sophisticated instructional strategies aimed at enhancing phonological awareness, decoding, word recognition, vocabulary, and writing skills in students vulnerable to or diagnosed with reading disabilities.
4. Strategically adapt and differentiate literacy instruction to effectively serve children for whom English is an additional language.
5. Leverage advanced technological tools to innovate literacy instruction for students with disabilities.
6. Expound on and operationalize the five foundational components of literacy within the framework of comprehensive reading instruction.
7. Explore, synthesize, and critically appraise scholarly research articles to inform and refine best practices in the remediation of reading difficulties among diverse student populations, including English learners and those in special education programs.

8. Conduct a critical evaluation of cutting-edge research in the domains of reading and literacy education.

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.	3
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.	3
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	3

Course Requirements:

Assignments & Requirements	Points	State Standards Addressed	KPS Standards
4-Square Notes: Students will take notes on each chapter in the *Structured Literacy Interventions,* in addition to other readings/notes, to demonstrate their knowledge of each of the components of literacy, key terms of the component, what proficiency in each component looks like, and 5 evidence-based strategies for each component (20 points each).	160	4.02(5), 4.02(5)(d), 4.02(5)(g), 4.02(8)(a), 4.02(6), 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(8), 4.02(8)(b), 4.02(8)(b), 4.02(8)(c), 4.02(8)(d), 4.02(8)(e), 4.02(8)(f), 4.02(9), 4.02(9)(a), 4.02(9)(b), 4.02(9)(c), 4.02(9)(d), 4.02(9)(e), 4.02(10), 4.02(10)(a), 4.02(10)(b), 4.02(10)(b), 4.02(10)(c), 4.02(10)(d), 4.02(10)(e), 4.02(10)(f), 4.02(10)(h), 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), 4.02(13), 4.02(13)(a), 4.02(13)(a)(i), 4.02(13)(a)(ii), 4.02(13)(b), 4.02(13)(b)(i), 4.02(13)(b)(ii), 4.02(13)(b)(iii), 4.02(13)(c), 4.02(13)(c)(i), 4.02(13)(c)(ii), 4.02(13)(c)(iii)	1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9 3.1, 3.2 4A.1, 4A.2, 4A.3, 4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8, 4D.1, 4D.2, 4D.3, 4E.1, 4E.2, 4E.3, 4E.4, 4F.1, 4F.2, 4F.3, 4F.4, 4F.5, 4G.1, 4G.2, 4G.3, 4G.4
Reading 101 Modules: Students will work through each of the Reading Rockets' Reading 101 Modules throughout the course. To demonstrate that each of the 10 modules has been completed, students will turn in each module's certificate of completion (20 points each).	180	4.02(5), 4.02(5)(d), 4.02(5)(g), 4.02(8)(a), 4.02(6), 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(8), 4.02(8)(b), 4.02(8)(b), 4.02(8)(c), 4.02(8)(d), 4.02(8)(e), 4.02(8)(f), 4.02(9), 4.02(9)(a), 4.02(9)(b), 4.02(9)(c), 4.02(9)(d), 4.02(9)(e), 4.02(10), 4.02(10)(a), 4.02(10)(b), 4.02(10)(b), 4.02(10)(c), 4.02(10)(d), 4.02(10)(e), 4.02(10)(f), 4.02(10)(h), 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), 4.02(13), 4.02(13)(a), 4.02(13)(a)(i), 4.02(13)(a)(ii), 4.02(13)(b), 4.02(13)(b)(i), 4.02(13)(b)(ii), 4.02(13)(b)(iii), 4.02(13)(c), 4.02(13)(c)(i), 4.02(13)(c)(ii), 4.02(13)(c)(iii)	1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9 3.1, 3.2 4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8, 4D.1, 4D.2, 4D.3, 4E.1, 4E.2, 4E.3, 4E.4, 4F.1, 4F.2, 4F.3, 4F.4, 4F.5, 4G.1, 4G.2, 4G.3, 4G.4
Discussion Board: Students will engage in thoughtful and engaging discussions with their classmates surrounding the readings and podcasts they've listened to. The original discussion board post must be substantial and backed by research. Original posts are due by Thursday of the week. Students will also be required to respond to two classmates' posts, substantively, throughout the week (due Sunday). There are eight	200	4.02(5), 4.02(5)(c), 4.02(5)(e), 4.02(5)(f), 4.02(5)(g), 4.02(8), 4.02(8)(e), 4.02(9)(b), 4.02(10), 4.02(10)(a), 4.02(10)(b), 4.02(10)(g), 4.02(11)(e), 4.02(12)(f), 5.01(4)(a), 5.01(4)(e)(i), 5.01(4)(e)(ii)	2.1, 2.2, 2.3, 2.4 2.5 4A.1, 4A.2, 4A.3

discussion board weeks total (25 points each).			
Lesson Plans: Students will write two, structured literacy lesson plans—1) Word Recognition, and 2) Language Comprehension and Writing. Students will use a template to design their lessons. Students are encouraged to utilize a core program and supplemental/intervention program(s) to design their lessons. Each lesson is worth 50 points.	100	**4.02(5), 4.02(5)(a), 4.02(5)(g), 4.02(8), 4.02(8)(a), 4.02(8)(d), 4.02(8)(e), 4.02(9), 4.02(9)(b), 4.02(9)(c), 4.02(9)(d), 4.02(9)(e), 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(10)(f), 4.02(10)(g), 4.02(11), 4.02(11))(a), 4.02(11)(b), 4.02(11)(c), 4.02(12), 4.02(12)(a), 4.02(12)(c), 4.02(12)(f), 4.02(13), 4.02(13)(c), 4.02(13)(c)(i), 4.02(13)(c)(ii), 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** **4A.1, 4A.2, 4A.3, 4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C. 8, 4D.1, 4D.2, 4D.3, 4D.4, 4E.1, 4E.2, 4E.3, 4E.4, 4F.1, 4F.2, 4F.3, 4F.4, 4F.5, 4G.1, 4G.3**
Literacy Instruction Presentation: Students will take the information they have learned over the semester, namely regarding research-based instruction of the 5 components of literacy and writing. Students will address what structured literacy is, how assessments can be used to drive instruction, and what research-based, structured literacy instruction and literacy intervention includes in each of the five components and writing. Students will design this presentation as if they were giving it to their colleagues.	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(8), 4.02(8)(a), 4.02(8)(d), 4.02(8(e), 4.02(9), 4.02(9)(b), 4.02(9)(c), 4.02(9)(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)(f), 4.02(13), 4.02(13)(a), 4.02(13)(a)(i), 4.02(13)(a)(ii), 4.02(13)(b), 4.02(13)(c), 4.02(13)(c)(i), 4.02(13)(c)(ii)**	**1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.9** **3.1, 3.4** **4A.1, 4A.2, 4A.3, 4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8, 4D.1, 4D.2, 4D.3, 4E.1, 4E.2, 4E.3, 4E.4, 4F.1, 4F.2, 4F.3, 4F.4, 4F.5, 4G.1, 4G.2, 4G.3, 4G.4**
Annotated Bibliography: Students will read select research articles over the semester. For each article, students will include a summary of the article and describe how the article impacts their literacy instruction of students will reading, language, and literacy difficulties. (RDG 540 Students Only)	100	**4.02(5), 4.02(5)(d), 4.02(5)(g), 4.02(8)(a), 4.02(6), 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(8), 4.02(8)(b), 4.02(8)(b), 4.02(8)(c), 4.02(8)(d), 4.02(8)(e), 4.02(8)(f), 4.02(9), 4.02(9)(a), 4.02(9)(b), 4.02(9)(c), 4.02(9)(d), 4.02(9)(e), 4.02(10), 4.02(10)(a), 4.02(10)(b), 4.02(10)(b), 4.02(10)(c), 4.02(10)(d), 4.02(10)(e), 4.02(10)(f), 4.02(10)(h), 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), 4.02(13), 4.02(13)(a), 4.02(13)(a)(i), 4.02(13)(a)(ii), 4.02(13)(b), 4.02(13)(b)(i), 4.02(13)(b)(ii), 4.02(13)(b)(iii), 4.02(13)(c), 4.02(13)(c)(i), 4.02(13)(c)(ii), 4.02(13)(c)(iii)**	**1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.9** **3.1, 3.4** **4A.1, 4A.2, 4A.3, 4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8, 4D.1, 4D.2, 4D.3, 4E.1, 4E.2, 4E.3, 4E.4, 4F.1, 4F.2, 4F.3, 4F.4, 4F.5, 4G.1, 4G.2, 4G.3, 4G.4**

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/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk/

Attendance/Participation: All students are responsible for attending class and for completing the weekly assignments. Even in online courses, you need to show up at specific times. For the most part, your work is individualized yet has deadlines. Students will not be excused from assignments due to outside issues that have not been brought up to me promptly and I have agreed to take the assignment late based on our discussion. Online is an open acrocyanotic (open time) way of working, but there are deadlines and expectations. Your attendance is different than a "ground" class. For the most part, you are working independently with deadlines for assignments. You are "tracked" in your time spent on Blackboard. You should be on each week for a significant amount of time to read the announcements (check every other day at least) and to go over the assignments and post weekly your assignments when due.

Technology: This is an online course and it is expected that you will have a working, reliable computer and access to alternatives to complete the course. There will be no leeway on late assignments due to technology issues. You must seek help early and from the technology and/or Blackboard student support. Emailing me of issues does not give you more time to turn in your work. Be proactive and have options for what you need to do, solving your problems before deadline dates. No assignments can be emailed to me. You must attach them on Blackboard in Word. I need to be able to pull them up, see them formatted in APA correctly, and be able to download them if necessary.

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 reduce 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.

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 7.

References:

Archer, A. L., & Hughes, C. A. (2010). *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.

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). The Guilford Press.

Beck, I. L., McKeown, M.G, & Sandora, C. A. (2015). *Robust Comprehension instruction with questioning the author: 15 years smarter.* The Guilford Press.

Beers, K. (2003). *When kids can't read: What teachers can do.* Heinemann.

Birsh, J. R. & Carreker, S. (2018). *Multisensory teaching of basic language skills.* Paul H. Brookes Publishing Co.

Blevins, W. (2017). *Phonics from a to z: A practical guide.* Scholastic.

Cardenas-Hagan, E. *Literacy foundations for English learners.* Brookes Publishing.

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Dehaene, S. (2009). *Reading in the brain: The new science of how we read.* Penguin Group.

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Donah, S. (2016). *Improving morphemic awareness: Using base words and affixes.* W.V.C.ED.

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Eide, D. (2012). *Uncovering the logic of English: A common-sense approach to reading, spelling, and literacy.* Logic of Reading.

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility.* Association for Supervision and Curriculum Development.

Foorman, B.R. & Connor, C.M. (2011). Primary grade reading. In Kamil, M.L., Pearson, P.D., Moje, E.B., & Afflerbach, P.P. (Eds.). *Handbook of reading research* (pp. 136-156). Routledge.

Foorman, B. R., & Torgesen, J. (2001). Critical elements of classroom and small group instruction promote reading success in all children. *Learning Disabilities: Research and Practice*, 16(4), 203–212.

Gersten, R., & Dimino, J. (2001). The realities of translating research into classroom practice. *Learning Disabilities: Research and Practice*, 16(2), 120–130.

Gibson, V., & Fisher, D. (2008). *Managing small groups: A how-to guide.* MacMillan/McGraw-Hill.

Gibson, V., & Hasbrouck, J. (2008). *Differentiated instruction: Grouping for success.* McGraw-Hill Higher Education.

Gibson, V., & Hasbrouck, J. (2009). *Differentiating instruction: Guidelines for implementation: Training manual.* Gibson Hasbrouck & Associates.

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

Hasbrouck, J. & Glaser, D. (2018). *Reading fluency: Understand, assess, teach.* Benchmark Education.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* Routledge.

Hegland, S. S. (2021). *Beneath the surface of words: What English spelling reveals and why it matters.* Sue Scibetta Hegland.

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.

Henry, M.K. (2010). *Unlocking Literacy: Effective decoding and spelling instruction. (2nd ed.).* Brookes Publishing.

Hiebert, E. H. (2020). *Teaching words and how they work: Small changes for big vocabulary results.* Scholastic.

Honig, B., Diamond, L., & Gutlohn, L. (2018). CORE teaching reading sourcebook. Arena Press.

Hoover, J. J., Baca, L. M., & Klingner, J. K. (2016). *Why do English learners struggle with reading? Distinguishing language acquisition from learning disabilities* (2nd ed.). Corwin.

Jager-Adams, M. (1998). *Beginning to read: Thinking and learning about print.* Massachusetts Institute of Technology Press.

Kilpatrick, D.A. (2016). *Equipped for reading success: A comprehensive, step-by-step program for developing phonemic awareness and fluent word recognition.* Casey and Kirsh Publishers.

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Course Schedule:

Module/ Week	Topic	Reading Required	Assignments
1	**Structured Literacy Instruction**	**Spear-Swerling-Chap. 1:** "An Introduction to Structured Literacy and Poor-Reader Profiles" **IDA 75th Anniversary *Perspectives***	**Discussion Board:** Structured Literacy Instruction
2	**Phonological Awareness & Phonemic Awareness**	**Spear-Swerling-Chap. 2:** "Structured Literacy Intervention for Phonemic Awareness & Basic Word Recognition Skills" **Podcast-** "Hard to Read"	**Reading Rockets 101**-Print Concepts **Reading Rockets 101**-Phonological Awareness & Phonemic Awareness **4-Square Notes:** Print Awareness **4-Square Notes:** Phonological Awareness & Phonemic Awareness **Discussion Board:** "Hard to Read"
3	**Phonics & Spelling**	**Spear-Swerling-Chap. 3: "**Structured Literacy Interventions for Reading Long Words"; **Chap. 4:** "Structured Language Interventions for Spelling" **Podcast-** "Hard Words"	**Reading Rockets 101**-Phonics **Reading Rockets 101**-Spelling **4-Square Notes:** Phonics **4-Square Notes:** Spelling **Discussion Board:** "Hard Words"
4	**Fluency**	**Spear-Swerling-Chap. 5:** "Structured Literacy Interventions for Fluency"	**Reading Rockets 101**-Fluency **4-Square Notes:** Fluency **Structured Literacy Lesson:** Word Identification **Discussion Board:** The Reading Gap
5	**Vocabulary**	**Spear-Swerling-Chap. 6:** "Structured Literacy Interventions for Vocabulary" **Podcast-** "At a Loss for Words"	**Reading Rockets 101**-Vocabulary **4-Square Notes:** Vocabulary **Discussion Board:** "At a Loss for Words"
6	**Comprehensio n**	**Spear-Swerling-Chap. 7:** "Structured Literacy Interventions for Oral Language Comprehension"; **Chap. 8:** "Structured Reading Comprehension Intervention for Students with Reading Difficulties" **Podcast-** "What the Words Say"	**Reading Rockets 101**-Comprehension **4-Square Notes:** Oral Language Comprehension **4-Square Notes:** Reading Comprehension **Discussion Board:** "What the Words Say"
7	**Writing**	**Spear-Swerling-Chap. 9:** "Structured Language Intervention for Written Expression" **Multisensory, Chap. 17:** "Composition: Evidence-Based Instruction"	**Reading Rockets 101**-Writing **4-Square Notes:** Writing **Structured Literacy Lesson:** Language Comprehension & Writing **Discussion Board:** Writing Instruction
8	**Structured Literacy Interventions**	**Spear-Swerling-Chap. 10: "**Multicomponent Structured Literacy Interventions for Mixed Reading Difficulties"	**Reading Rockets 101**-Assessment **Discussion Board**: Changing Instructional Approaches **Literacy Instruction Presentation** **Annotated Bibliography** (RDG 540 Only)

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

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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

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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.