



RDG 370, CRN 84717 SECTION 01W, Comprehension, Literature, and Writing to Learn

COURSE SYLLABUS: FALL 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Kamshia Childs

Office Location: Online

Office Hours: By Appointment or Virtually on Tuesdays 3:30-4:30

Office Phone: N/A

University Email Address: Kamshia.Childs@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: Please allow 24 hours turnaround time for a response.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: No textbook purchases are required for this course. We will use free online reading and resources, which will be linked in the D2L course each week.

Software Required: Students will need access to a standard office suite (e.g., Microsoft Word or compatible software) for written assignments. A reliable web browser is also required to access the D2L course and any linked online content.

Online Resources

- TEKS for Prekindergarten Level available online at <https://tea.texas.gov/pkg.aspx>
- TEKS for Language Arts and Reading available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>
- English Language Arts and Reading Curriculum Standards from the Texas Education Agency available online at http://www.tea.state.tx.us/index4.aspx?id=4434&menu_id=720
- English Language Proficiency Standards(ELPS) available on-line at <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

The syllabus/schedule are subject to change.

- Dyslexia Handbook https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook_Approved_Accomodated_12_11_2018.pdf

Field-Based Experience (FBE)

As part of the Educator Preparation Program's performance-based assessment requirements, candidates will complete field-based experiences in authentic school settings aligned with their intended certification area. Candidates will apply concepts and practices introduced in this course to observations, interactions, and instructional activities completed during their field experiences. Through guided reflection, candidates will analyze connections between theory and practice, professional responsibilities, instructional decision-making, and student learning. Documentation and reflections will be completed in accordance with the Field-Based Experience (FBE) Handbook and any course-specific requirements established by the instructor.

Course Description

This course examines evidence-based literacy practices that integrate reading, writing, speaking, and listening to support comprehension, knowledge building, and written communication. Candidates apply reading science, assessment data, children's literature, and high-quality instructional materials to evaluate, adapt, and design literacy instruction that improves student learning outcomes.

Student Learning Outcomes (SLOs)

Upon successful completion of this course, candidates will be able to:

1. **Analyze** how vocabulary, academic language, background knowledge, text structures, and reading comprehension contribute to literacy development and student learning.
2. **Design** literacy instruction that integrates reading, writing, speaking, and listening to promote comprehension, critical thinking, and communication.
3. **Analyze** assessment data to identify student strengths and needs and develop instructional responses that support literacy growth.
4. **Evaluate** and **adapt** high-quality instructional materials to strengthen reading comprehension, writing development, knowledge building, and literacy achievement.
5. **Design** text-based writing experiences that support comprehension, knowledge construction, written communication, and learning across content areas.

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Accreditation Standards Associated with this Class

Texas Educator Standards are included in this course. See below for the standards addressed (either partially or in full) in this course. The full text of these standards can be viewed [here](#).

Student Learning Outcome (SLO)	Curriculum Standards	Certification Domains / Competencies
1. Analyze reading comprehension and literacy development.	STR Standards: (c)1–4 ELPS: (c)(2)A–I; (c)(3)A–J TEKS ELAR: Reading Comprehension, Vocabulary, Multiple Genres, Author's Purpose Pre-K Guidelines: II.C.1–3; II.D.1–6; I.E.1–8 EC:PK–3 Standards: III.A–F	STR Domain I: I.001.J–Q; I.002.A–E STR Domain II: II.005.A–J
2. Design integrated literacy instruction.	STR Standards: (c)1–4 ELPS: (c)(2)A–I; (c)(3)A–J TEKS ELAR: Comprehension, Composition, Inquiry and Research Pre-K Guidelines: III.B.1–9; III.C.1–3 EC:PK–3 Standards: III.A–F; IV.A–C	STR Domain III: III.009.C–F, III.010.C–F, III.011.E PPR: III.007–III.008
3. Use assessment data to inform instruction.	STR Standards: (d)1–4 TAC §228.57(d)(2) TAC §228.41(2)(D) EC:PK–3 Standards: IV.A–C	STR Domain I: I.002.A–E STR Domain IV: IV.013.A–E PPR: III.009–III.010
4. Evaluate and adapt high-quality instructional materials.	TAC §228.57(d)(1) STR Standards: (c)1–4 TEKS ELAR K–6 Technology Applications: I.A.1–4; I.B.1–6; II.A.1–4; II.B.1–4 EC:PK–3 Standards: IV.A–C	STR Domain III: III.009.C–F, III.010.C–F, III.011.E PPR: III.008–III.010; IV.013.A–D
5. Design writing experiences for learning and knowledge building.	TEKS ELAR: Composition, Inquiry and Research ELPS: (c)(2)A–I; (c)(3)A–J STR Standards: (c)1–4 Pre-K Guidelines: III.B.1–9; III.C.1–3 EC:PK–3 Standards: III.A–F Technology Applications: I.A.1–4; I.B.1–6	STR Domain II: II.005.A–J STR Domain III: III.010.C–F

Referenced Standards Key

- **STR Standards:** (b)(1–3); (c)(1–4); (d)(1–4)
- **STR Test Framework:** I.001.A–C,F,H,J–L,N,P–Q; I.002.A–C,E; II.003.A–L; II.004.A–J; II.005.A–B,D–G,I–J; III.009.C–F; III.010.C–F; III.011.E; IV.013.A–E

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- **ELPS:** (c)(2)(A–I); (c)(3)(A–J); (d)(1–2)
- **TEKS (ELAR):** Reading Comprehension; Vocabulary; Multiple Genres; Author's Purpose; Composition; Inquiry and Research
- **Teacher Certification Curriculum Requirements:** 19 TAC §228.57(d)(1)–(4)
- **Program Required Performance Tasks:** 19 TAC §228.41(2)(D), (J)
- **Technology Applications:** I.A.1–4; I.B.1–6; II.A.1–4; II.B.1–4
- **Science of Teaching Reading Domains Addressed:** Domain I, II, III, IV
- **Technology Applications:** I.A.1–4; I.B.1–6; II.A.1–4; II.B.1–4
- **Pre-K Guidelines:** II.C.1–3; II.D.1–6; II.E.1–8; III.B.1–9; III.C.1–3
- **EC:PK–3 Standards:** III.A–F; IV.A–C
- **PPR Standards:** III.007–III.010; IV.013.A–D

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students need to be comfortable:

- Navigating and using the D2L platform,
- Accessing linked resources and readings on the internet,
- Conducting internet searches/browsing,
- Using basic office suite software such as word processing,
- Creating basic multi-media presentations such as short videos, slide presentations, and informational flyers with images,
- Viewing, downloading, and electronically printing PDF documents as needed

Instructional Methods

This course consists of several kinds of tasks that are designed to help you apply content to the real work of teaching. Students will be expected to demonstrate their understanding through their work products. Within each module, you will have several tasks. The tasks for each week are listed in the course outline/calendar at the end of this syllabus. The final grade will be calculated from these assignments using the percentages listed in the “Grading” section of this syllabus.

Student Responsibilities or Tips for Success in the Course

Professionalism and Ethical Behavior

As a future educator, you are expected to interact with your instructor and peers in a professional manner. Please be courteous to classmates in online discussions, even when giving constructive feedback. Adhering to the [Educators' Code of Ethics](#) and university policies related to academic honesty is a baseline expectation for behavior.

Begin each module early in the week.

Did you know that college students typically underestimate how long it takes to complete their work? This can lead to late assignments, even when we have the best intentions. Starting early and working toward finishing early each week is the secret to

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finishing on time with a quality work product (because you are giving yourself that extra time to get it done).

Ask questions early and often.

Instructors want to support you, but this is difficult if you don't communicate about your struggles. Please reach out to the course instructor with questions about assignments. You can set yourself up for success by asking your questions early enough to use the instructor's feedback before an assignment is due.

Designate a study space and time(s) that are free from distractions.

Did you know that multi-tasking is less effective for learning than paying full attention to one task at a time? Use your brain power more efficiently by finding a place free from distractions for your coursework. This can mean a quiet room or place in the library, turning off your phone notifications, etc.

Don't cram. Space out your work instead!

You will learn more effectively if you work for 45 minutes to an hour at a time instead of a marathon study session. This can be difficult to schedule with our busy lives, but the amount of information you retain will be improved if you can do some work each day instead of all at once.

READ.

AI is a fantastic tool that can be useful for summarizing information. However, part of building your understanding through reading is mentally interacting with the text – asking questions, making predictions or connections, summarizing information as you go, etc. If you have AI do this for you, you're going to miss out on the mental processes that make your learning stick!

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Total points corresponding to the final letter grades

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

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D = 301- 350 Points

F = 300 & > Points

Weights of the assessments in the calculation of the final letter grade.

Example:

Assignments 20%

Discussions 20%

Midterm Exam 30%

Final Exam 30%

TOTAL 100%

Assessments

HQIM Literacy Unit Evaluation and Adaptation Portfolio

Candidates will evaluate, adapt, and justify literacy instruction using evidence-based practices that integrate reading, writing, speaking, and listening to promote comprehension, knowledge building, and literacy achievement. Through a series of connected assignments, candidates will analyze texts, evaluate high-quality instructional materials (HQIM), interpret assessment information, design text-based writing experiences, and develop instructional adaptations that strengthen student comprehension and written communication.

Candidates will demonstrate an understanding of how vocabulary, academic language, text structures, background knowledge, discussion, literature, and writing from sources contribute to literacy development. Using reading science, assessment data, and professional judgment, candidates will evaluate instructional materials and make evidence-based decisions to improve literacy outcomes. The completed portfolio will illustrate candidates' ability to connect reading and writing instruction, support knowledge building through authentic texts, and communicate instructional decisions through professional analysis and reflection.

[Reading 370 PBA](#)

Curriculum Standard	Test Framework - Domain & Competency
STR Standards: (c)1–4; (d)1–4 ELPS: (c)(2)(A–I); (c)(3)(A–J) Pre-K Guidelines: II.C.1–3; II.D.1–6; II.E.1–8; III.B.1–9; III.C.1–3 EC:PK–3 Standards: III.A–F; IV.A–C Technology Applications: I.A.1–4; I.B.1–6; II.A.1–4; II.B.1–4	STR Framework: I.001.A–C,F,H,J–L,N,P–Q; I.002.A–C,E; II.005.A–B,D–G,I–J; III.009.C–F; III.010.C–F; III.011.E; IV.013.A–E PPR: III.007–III.010; IV.013.A–D EC:PK–3 Framework: III.005.A–H; IV.008.A–D; V.010.A–H

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

The instructor firmly believes students need feedback as soon possible after an assignment is turned in. The instructor will make sure to begin grading all quizzes and assignments and giving feedback as soon as possible after the due date. Any items turned in early will not be

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graded until after the due date. For the projects (presentations, demonstrations) the instructor will need two weeks to complete the evaluations. Please email your professor at any time if there are questions or concerns about grading.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

1. LATE WORK must be turned within a week of the student's return to daily activities from illness to earn credit. Check D2L for the weekly agenda to see what you have missed. If work is late and is unexcused, a late penalty will be deducted (10%) for each day (up to 5 days).

2. MISSED QUIZZES/TESTS Students will only be allowed to make up missed quizzes if they inform the instructor of the reason for their missed submission and have a written excuse. If a late submission is unexcused, students may take the quiz/test and earn a maximum of 70% (70 points out of 100).

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<https://acrobat.adobe.com/id/urn:aaid:sc:US:48349258-f9fe-4333-badd-24b69cb253d1>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

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Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)
<https://acrobat.adobe.com/id/urn:aaid:sc:US:ab41daef-198f-470d-834a-c2340549cd62>

[Graduate Student Academic Dishonesty13.99.99.R0.10](#)

https://acrobat.adobe.com/id/urn:aaid:sc:US:69363520-423b-4983-9ec1-2256f2c74f13?x_api_client_id=chrome_extension_viewer&x_api_client_location=share

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@etamu.edu
Website: [Office of Student Disability Resources and Services](#)
<https://www.etamu.edu/student-disability-services/>

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M University Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counseling-center

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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Course Schedule

Week	Module	Topics	SLO(s)
1	Module 1: Foundations of Comprehension and Knowledge Building	Reading comprehension processes, Scarborough's Reading Rope, Simple View of Reading, reading science and comprehension research Birsh Ch 15 p 1-5; Ch 16 p 1-4	SLO 1
2	Module 1	Vocabulary development, academic language, language comprehension, comprehension challenges and misconceptions; HQIM Lens: vocabulary and language supports Birsh Ch 15 p 8-29; Ch 16 p 7-8	SLO 1, SLO 4
3	Module 1	Strategic comprehension instruction: building background knowledge, schema, text structures, graphic organizers, questioning, comprehension monitoring, collaborative comprehension strategies, and knowledge-building through authentic literacy experiences. HQIM Lens: Supporting strategic readers through intentional comprehension instruction, knowledge-building, and instructional scaffolds. Birsch Ch 16 p 8-31 Portfolio Artifact: Reading Teacher's Backpack	SLO 1, SLO 4

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4	Module 2: Instructional Practices That Support Comprehension	Discussion as a tool for meaning making, dialogic instruction, academic conversations, collaborative discussions; HQIM Lens: discussion structures and questioning practices Faculty created interactive text for this.	SLO 2, SLO 4
5	Module 2	Fluency as a bridge to comprehension, prosody, repeated reading, Reader's Theater, performance reading, and authentic fluency instruction; HQIM Lens: meaningful opportunities for fluency within literacy instruction. Birsh Ch 12	SLO 2, SLO 4
6	Module 2	Integrating research-based comprehension practices into authentic literacy instruction; synthesizing vocabulary, background knowledge, fluency, discussion, questioning, and comprehension strategies to make intentional instructional decisions. HQIM Lens: Evaluating and strengthening instructional materials to support deep comprehension before, during, and after reading. Portfolio Artifact: Fluency Pencil Pouch	SLO 2, SLO 4
7	Module 3: Writing as a Tool for Thinking and Learning	Reading-writing connections, writing to learn vs. writing to demonstrate learning, sentence fundamentals, writing as a tool for thinking and learning	SLO 2, SLO 4, SLO 5

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		HQIM Lens: purposes for writing and writing opportunities within literacy lessons Hochman Ch 1	
8	Module 3	Sentence expansion, sentence variety, sentence complexity, writing to deepen comprehension and critical thinking HQIM Lens: sentence-level scaffolds and supports for developing ideas through writing Hochman Ch 2-4	SLO 2, SLO 4, SLO 5
9	Module 3	Summarization, note-taking, writing from reading, writing to process and retain information HQIM Lens: writing-to-learn tasks and knowledge-building through writing Portfolio Artifact: Writing-to-Learn Composition Notebook Hochman Ch 8	SLO 2, SLO 4, SLO 5
10	Module 4: From Sentences to Extended Writing	Planning for writing, paragraph structure, paragraph outlines, organizing ideas from texts and discussions HQIM Lens: preparation and support for extended writing tasks Hochman Ch 5-6	SLO 2, SLO 5
11	Module 4	Revision, composition development, writing from sources, integrating evidence and supporting ideas	SLO 2, SLO 5

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		HQIM Lens: evidence use, revision opportunities, and reading-writing integration Hochman Ch 7 and 9	
12	Module 4	Opinion writing, pro/con writing, argumentative writing; HQIM Lens: evaluating and adapting writing opportunities within instructional materials; Portfolio Artifact: Integrated Reading-Writing Lesson Design and presentation Hochman Ch 10, 12	SLO 2, SLO 4, SLO 5
13	Module 5: Assessment, Analysis, and Instructional Decision-Making	Comprehension assessment, writing assessment, vocabulary assessment, collecting and organizing student work samples, analyzing evidence of student learning Hochman Ch 11	SLO 3
14	Module 5	Assessment interpretation, analysis of student work, identifying strengths and needs, evaluating lesson effectiveness, instructional decision-making and next steps	SLO 3
15	Module 5	Reflection on literacy instruction, communicating instructional recommendations, continuous instructional improvement, portfolio synthesis and presentation Portfolio Artifact: Student Learning Analysis and Instructional Reflection	SLO 3

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