

**Reading Specialist Graduate Program  
Course Alignment to Texas Reading Specialist Standards**

RDG 501 Early Literacy of Young Children RDG 502 Interdisciplinary Teaching and Learning RDG 503 Reading Assessment RDG 504 Reading Professional		RDG 508 Reading and Writing in the Content Areas RDG 574 Literacy Acquisition through Trade Books RDG 532 Practicum I in Professional Learning RDG 534 Practicum II in Corrective Reading							
#	Proficiency within Standard	RDG 501	RDG 502	RDG 503	RDG 504	RDG 508	RDG 574	RDG 532	RDG 534
<b>Standard I - Components of Reading: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.</b>									
1.1k	the basic linguistic patterns and structures of oral language, such as continuant and stop sounds and coarticulation of sounds	X							
1.2k	relationships between oral language development and the development of reading skills, such as the expected stages and milestones in acquiring oral language; implications of individual variations in oral language development for reading; and ways to use the cultural, linguistic, and home backgrounds of students to develop and enhance students' oral language	X							
1.3k	delays or differences in students' oral language development and when such delays/differences warrant further assessment and additional intervention	X							
1.1s	plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing informal and formal assessment of individual students' oral language development	X							
1.2s	select and use instructional materials and strategies that reflect both cultural diversity and an awareness of instructional progressions that are based on a convergence of research evidence and that promote students' oral language development	X							
1.3s	provide systematic oral language instruction using language structures and pronunciations commonly associated with standard English	X							
1.4s	use a variety of instructional methods to teach and reinforce oral language development	X							
1.5s	build on and support students' oral language skills and increase their oral language proficiency through reinforcing activities that are based on a convergence of research evidence	X							
1.4k	expected stages and patterns in the development of phonological and phonemic awareness, implications of individual variations in the development of phonological and phonemic awareness, and instructional sequences that develop and accelerate students' phonological and phonemic awareness and are based on a convergence of research evidence	X							
1.5k	delays or differences in students' phonological and phonemic awareness and when such delays/differences warrant further assessment and additional intervention	X							
1.6s	plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing informal and formal assessment of individual students' phonological and phonemic awareness	X							
1.7s	select and use instructional materials and strategies that reflect both cultural diversity and an awareness of instructional progressions that are based on a convergence of research evidence and that promote students' phonological and phonemic awareness	X							
1.8s	provide systematic instruction and reinforcing activities in phonological and phonemic awareness	X							
1.9s	use a variety of instructional methods to teach and reinforce the development of phonological and phonemic awareness	X							
1.6k	the development of concepts of print	X							

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1.7k	the relationship between concepts of print and other reading-related skills	X							
1.8k	the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language	X							
1.9k	expected stages and patterns in students' developing understanding of the alphabetic principle and implications of individual variations in the development of this understanding	X							
1.10k	instructional strategies that develop and accelerate students' application of the alphabetic principle to beginning decoding and that are based on a convergence of research evidence	X							
1.11k	delays or differences in students' understanding of and ability to apply the alphabetic principle and when such delays/differences warrant further assessment and additional intervention	X							
1.10s	model and teach concepts of print	X							
1.11s	plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing formal and informal assessment of individual students' understanding and application of the alphabetic principle	X							
1.12s	select and use instructional strategies and materials (e.g., decodable, predictable, or rhyming text; alphabetic books; environmental print) that reflect cultural diversity, are based on a convergence of research evidence, and promote students' understanding and application of the alphabetic principle	X							
1.13s	provide systematic instruction and reinforcing activities to promote students' understanding and application of the alphabetic principle	X							
1.14s	use a variety of instructional methods to teach and reinforce students' understanding and application of the alphabetic principle	X							
1.12k	word identification strategies (e.g., application of the alphabetic principle, structural analysis, syllabication, identification of high-frequency sight words, use of context clues) when reading words in context	X							
1.13k	strategies for confirming word pronunciation and/or meaning when reading words in context	X							
1.14k	expected patterns of development in the use of word identification strategies, implications of individual variations in development in this area, and instructional strategies that develop and accelerate students' skills in word identification and are based on a convergence of research evidence	X							
1.15k	delays or differences in students' development of word identification skills and when such delays/differences warrant further assessment and additional intervention	X							
1.15s	plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing informal and formal assessment of individual students' word identification skills	X							
1.16s	select and use instructional materials and strategies that reflect cultural diversity, are based on a convergence of research evidence, and promote students' understanding and application of word identification skills	X							
1.17s	provide systematic instruction and reinforcing activities to promote students' word identification skills, including the use of increasingly complex, connected text	X							
1.18s	use a variety of instructional methods to teach and reinforce word identification skills	X							
1.16k	the relationship between reading fluency and comprehension	X	X						
1.17k	expected patterns of development in reading fluency (including developmental benchmarks), implications of individual variations in the development of fluency, and instructional strategies that develop students' fluency and are based on a convergence of research evidence	X							

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1.18k	delays or differences in students' fluency and when such delays/differences warrant further assessment and additional intervention	X							
1.19s	plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing informal and formal assessment of individual students' reading fluency	X							
1.20s	select and use instructional materials and strategies that reflect cultural diversity, are based on a convergence of research evidence, and promote students' reading fluency	X							
1.21s	provide systematic instruction and reinforcing activities to promote students' reading fluency	X							
1.22s	use a variety of instructional methods to teach and reinforce students' reading fluency	X							
1.19k	a variety of comprehension theories/models (e.g., transactional, interactive, metacognitive, socio-psycho linguistic, constructivist) and their impact on instructional strategies		X						
1.20k	student factors that affect reading comprehension (e.g., schema, past reading instruction, oral language, interests, attitudes, word recognition skills, vocabulary, fluency, ability to monitor understanding)		X						
1.21k	textual factors that affect reading comprehension (e.g., readability, vocabulary, illustrations, format, author's schema, genre, syntactical and conceptual density)		X						
1.22k	contextual factors that affect reading comprehension (e.g., curriculum materials, time allotted for reading, grouping practices, environment, modes of text presentation)		X						
1.23k	literal, inferential, critical, and evaluative comprehension skills		X						
1.24k	characteristics of specific texts (e.g., children's literature, young adult literature, magazines, reference materials, electronic media) and strategies for reading a variety of texts (e.g., expository and narrative texts)						X		
1.25k	delays or differences in the development of students' comprehension skills/strategies and when such delays/differences warrant further assessment and additional intervention		X						
1.23s	plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing informal and formal assessment of individual students' reading comprehension strategies		X						
1.24s	select and use appropriate materials and strategies that reflect cultural diversity, are based on a convergence of research evidence, and promote students' reading comprehension skills		X						
1.25s	facilitate comprehension through the use of storytelling, creative dramatics, and artistic presentations to encourage multiple creative and personal responses to literary and nonliterary texts						X		
1.26s	provide instruction to promote students' literal, inferential, critical, and evaluative comprehension		X						
1.27s	use a variety of instructional methods to teach and reinforce comprehension skills		X						
1.28s	promote students' comprehension skills by providing them with multiple opportunities to listen to, read, and respond to various types of fiction and nonfiction literature for children and to learn about types of narrative and expository texts						X		
1.29s	promote students' ability to apply strategies that facilitate comprehension before, during, and after reading, including metacognitive strategies		X						
1.26k	the definition and application of a wide range of general, technical, and specialized vocabulary and associated concepts						X		

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1.27k	effective instructional strategies for developing and expanding vocabulary					X			
1.28k	delays or differences in students' vocabulary development and when such delays/differences warrant further assessment and additional intervention					X			
1.30s	plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing informal and formal assessment of individual students' vocabulary knowledge					X			
1.31s	select and use appropriate materials and strategies that reflect cultural diversity, are based on a convergence of research evidence, and promote students' vocabulary knowledge					X			
1.32s	provide systematic instruction and reinforcing activities to promote and accelerate students' vocabulary knowledge					X			
1.33s	use a variety of instructional methods to teach and reinforce vocabulary development					X			
1.29k	predictable stages in the development of written language and writing conventions, including the physical and/or cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, while recognizing that individual variations occur	X	X						
1.30k	writing processes, including the use of self-assessment in writing	X	X						
1.31k	the appropriate use of writing conventions and appropriate grammar and usage for communicating clearly and effectively in writing		X						
1.32k	the importance of spelling and graphophonemic knowledge for success in reading and writing		X						
1.33k	that spelling is developmental and is based on students' knowledge of the phonological system and of the letter names, their judgments of phonetic similarities and differences, and their ability to abstract phonetic information from letter names	X							
1.34k	the stages of spelling development (i.e., prephonetic, phonetic, transitional, and conventional) and how and when to support students' development from one stage to the next	X							
1.35k	the development of writing in relation to listening, speaking, and reading	X							
1.36k	the similarities and differences between language (e.g., syntax, vocabulary) used in spoken and written English	X							
1.37k	writing for a variety of audiences, purposes, and settings		X						
1.34s	formally and informally assess students' writing development, including their use of writing conventions, and provide focused instruction to address students' strengths, needs, and interests		X						
1.35s	use assessment results to help plan writing instruction for individuals and groups		X						
1.36s	use appropriate instructional strategies and sequences for developing students' writing skills		X						
1.37s	promote effective use of written English conventions by helping students recognize the similarities and differences between language (e.g., syntax, vocabulary) used in spoken and written English		X						
1.38s	create an environment in which students are motivated to express their ideas in writing		X						

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1.39s	provide instruction in various stages of writing, including prewriting, drafting, editing, and revising		X						
1.40s	use appropriate instructional strategies to teach purposeful, meaningful writing in connection with listening, speaking, and reading		X						
1.41s	use strategies to promote students' recognition of the practical uses of writing		X						
1.42s	provide opportunities for students to write in a variety of forms and modes for various purposes, audiences, and settings		X						
1.38k	the benefits of technology for teaching writing		X						
1.39k	informal and formal procedures for ongoing monitoring and assessment of writing development and writing conventions			X					
1.43s	provide opportunities for students to self-assess their writings (e.g., for clarity, comprehensiveness, interest to audience) and their development as writers			X					
1.44s	provide opportunities for students to elicit critiques of their writing from others		X						
1.45s	provide hands-on activities to help students develop and refine the fine-motor skills necessary for writing, including teaching pencil grip, paper position, and beginning stroke	X							
1.46s	provide direct instruction and guided practice in the accurate use of English writing conventions (e.g., grammar, spelling, capitalization, punctuation)	X							
1.47s	provide systematic spelling instruction in common spelling patterns based on phonics skills already taught, and provide opportunities for students to use and develop their spelling skills in the context of meaningful written expression	X							
1.48s	model writing as an enjoyable activity and as a tool for lifelong learning		X						
1.49s	provide instruction in the use of technology that facilitates written communication		X						
1.50s	communicate with parents/guardians about students' writing development, and collaborate with them to promote their children's writing development		X						
1.51s	collaborate with other professionals and continually seek implications for practice from convergent research about students' development of written communication skills and writing conventions				X				
<b>Standard II - Assessment and Instruction: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</b>									
2.1k	the reciprocal nature of assessment, instruction, and instructional planning			X					
2.2k	types, characteristics, and appropriate uses of reading assessments, including screening, in-depth assessment, continuous progress monitoring, and formative and summative evaluation, for each of the components of reading			X					
2.3k	the advantages and limitations of various types of reading assessments			X					
2.4k	how characteristics of assessment instruments, materials, and procedures interact with other factors that may impact student performance			X					
2.5k	assessment-related issues, such as bias, reliability, validity, and confidentiality			X					

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2.6k	common standardized testing terminology			X					
2.7k	state and federal requirements related to reading assessment and diagnosis			X					
2.8k	when delays or differences in language and literacy development warrant referral for additional evaluation or intervention			X					
2.1s	select and administer appropriate assessment tools to inform instruction and learning, including norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work-performance samples, running records, miscue analyses, observations, anecdotal records, journals, technology-based assessments, and other indicators of student progress			X					
2.2s	use multiple and varied assessments before, during, and after instruction to guide instruction, monitor progress, and address specific concerns			X					
2.3s	evaluate results from assessments that target specific literacy components			X					
2.4s	use assessment results to plan instruction for individuals and groups and to develop a targeted program that will address identified literacy needs			X					
2.5s	identify each student's independent, instructional, and frustrational reading levels and adjust his/her program to accelerate student learning			X					
2.6s	communicate the results of formal and informal assessments and their instructional implications to all stakeholders, either orally or in written form			X					
2.7s	teach and model for other educators how to use formal and informal assessments to monitor the literacy development of their students			X					
2.9k	grade-level expectations and procedures for assessing students' literacy skills			X					
2.10k	various means for assessing students' reading, study, and inquiry skills across content areas			X					
2.11k	how students' use of self-assessment can enhance their literacy development			X					
2.12k	strategies to integrate listening and speaking, reading and writing, and viewing and representing across all levels and content areas					X			
2.13k	state and national content and performance standards that relate to reading				X				
2.14k	the components of effective instructional design			X					
2.15k	specific short-term and long-term interventions to address students' needs in each identified component of reading			X					
2.16k	characteristics of various learning preferences and modalities (e.g., global, analytic, auditory, visual) and their implications for instruction			X					
2.17k	how differences in dialect or vocabulary development may affect a student's acquisition of reading skills			X					
2.18k	the strengths and limitations of current educational theories that underlie instructional practices and programs			X					

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2.8s	develop systematic, sequential literacy instruction that reflects state and national content and performance standards, the components of a comprehensive literacy program, students' strengths and needs, and a convergence of research evidence								X	X
2.9s	implement instructional strategies that focus on specific literacy components								X	X
2.10s	work with other professionals to evaluate, select, and use appropriate instructional materials, technologies, and strategies relating to writing, including concepts of print, spelling, written vocabulary, and organization of written text, to reinforce reading instruction								X	X
2.11s	assist other educators in implementing flexible grouping to promote literacy growth for all students								X	X
2.12s	identify, evaluate, and recommend a variety of appropriate reading materials for a range of reading levels, purposes, and interests								X	X
2.19k	strategies for creating an environment that integrates the language arts; promotes respect for cultural, linguistic, and ethnic diversity; and fosters the literacy growth of all students				X					
2.20k	strategies for evaluating and selecting appropriate children's and young adult literature and other instructional materials							X		
2.13s	promote students' understanding of various literary genres and skills in literary response and analysis							X		
2.14s	apply appropriate strategies for addressing the literacy needs and accelerating the achievement of any student who is reading below grade level		X							
2.15s	support learning in all content areas by teaching students to apply a variety of strategies for comprehending expository and narrative texts						X			
2.16s	provide instruction to promote students' acquisition and use of study and inquiry skills						X			
2.17s	provide students with opportunities to interpret, analyze, and evaluate events and ideas based on information from maps, charts, graphics, video segments, and technology presentations and to use media to produce visual images, messages, and meanings that compare ideas and points of view						X			
<b>Standard III - Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.</b>										
3.1k	that students' progress in gaining the knowledge and skills necessary to learn to read varies and requires varied instruction and levels of instructional intensity								X	
3.2k	issues and concepts related to the transfer of literacy competency from one language to another								X	
3.3k	expected stages and patterns of first- and second-language learning								X	
3.4k	sound practices for literacy instruction for English Language Learners that are based on a convergence of research								X	
3.5k	issues and procedures in assessing English Language Learners' reading strengths and needs, and when to collaborate with other specialists to aid in assessment								X	
3.6k	how to distinguish between language differences and reading disabilities and when additional assessment or intervention is needed								X	
3.1s	develop systematic, sequential reading instruction that is based on a convergence of research evidence and that is responsive to individual students' strengths and needs, including children whose first language is other than English, and students with reading difficulties, dyslexia, and								X	

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	reading disabilities									
3.2s	work with other professionals in selecting and using appropriate formal and informal assessments of English Language Learners to plan instruction that is responsive to individual students' strengths, needs, and interests								X	X
3.3s	work with other professionals to plan, implement, and monitor instruction that builds on students' cultural, linguistic, and home backgrounds to enhance their oral language skills in English, and promote the transfer of skills from oral language to written language while maintaining literacy in the primary language								X	X
3.4s	work with other professionals to select and use a variety of instructional materials and strategies that reflect both cultural diversity and an awareness of instructional progressions to facilitate students' transfer of literacy from the first language to English while respecting and promoting maintenance of the primary language								X	X
3.5s	collaborate with teachers, specialists, parents/guardians, students, and administrators to promote and maintain literacy in both languages								X	X
3.7k	characteristics and instructional implications of reading difficulties, dyslexia, and reading disabilities in relation to the development of reading competence			X						
3.8k	state and federal laws, regulations, and guidelines regarding assessment and provision of services for students with reading difficulties, dyslexia, and reading disabilities			X						
3.9k	means for gathering and analyzing assessment data for students with reading difficulties, dyslexia, and reading disabilities, and when to seek assistance from a specialist			X						
3.10k	convergent research about sound practices for providing instruction to students experiencing reading difficulties, dyslexia, and reading disabilities, and convergent research about prevention and intervention strategies for 3.9s students			X						
3.11k	procedures for monitoring and evaluating the effectiveness of an intervention and determining when additional or alternative interventions are appropriate			X						
3.6s	work with other professionals in selecting and using appropriate informal and formal assessments of students with reading difficulties, dyslexia, and reading disabilities to plan instruction that is responsive to individual students' strengths, needs, and interests								X	X
3.7s	interpret and use results of screening devices and formal and informal reading assessments to know when in-depth evaluation and additional intervention are warranted			X						
3.8s	use assessment results to help design instruction that promotes reading skills by building on strengths and addressing needs for students with reading difficulties, dyslexia, and reading disabilities			X						
3.9s	collaborate with teachers, specialists, parents/guardians, students, and administrators to promote literacy in students with reading difficulties, dyslexia, and reading disabilities, while respecting their individuality								X	X
3.10s	facilitate appropriate placement of students, matching individual needs to available services			X						
<b>Standard IV - Professional Knowledge and Leadership: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.</b>										
4.1k	the major theories of language acquisition, reading, cognition, and learning (e.g., behaviorism, cognitivism, constructivism, transactionalism)				X					
4.2k	the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition				X					
4.3k	the importance of the interactions among the reader, the text, and the context of the reading situation				X					

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4.4k	the role of societal trends and technological innovations in shaping literacy needs				X				
4.5k	the importance of understanding and respecting cultural, linguistic, ethnic, and individual diversity				X				
4.1s	communicate the theoretical rationale for instructional decisions and practices				X				
4.6k	sources for locating information about convergent research on reading				X				
4.7k	foundations of basic research design, methodology, and application								X
4.8k	methods and criteria for critically reviewing research on reading and selecting research for educational applications								X
4.2s	apply knowledge of convergent research for improved literacy instruction for all students								X
4.3s	facilitate teacher-based and classroom-based research that uses a range of methodologies for the purpose of improving reading instruction								X
4.4s	prepare written documentation of assessment data, analysis of instructional needs, and accommodations for instruction								X
4.5s	consult on individual educational plans for students with learning problems related to literacy								X
4.6s	participate in ongoing curriculum development and evaluation								X
4.7s	participate in the coordination of services associated with literacy programs								X
4.9k	how leadership, communication, and facilitation skills and strategies can effect positive change in the school reading program and reading instruction				X				
4.10k	principles, guidelines, and professional ethical standards regarding collegial and professional collaborations related to reading instruction				X				
4.8s	facilitate effective interactions among groups and individuals in order to improve literacy instruction for all students							X	X
4.9s	communicate research findings and make recommendations based on a convergence of research evidence to colleagues and the wider community							X	X
4.10s	communicate information and local data about literacy and, when appropriate, make recommendations to district staff and community stakeholders							X	X
4.11s	model ethical professional behavior	X	X	X	X	X	X	X	X
4.12s	work with other educators to involve parents/guardians in cooperative efforts to support students' reading and writing development							X	X
4.11k	strategies for facilitating positive change in instructional practices through professional development							X	
4.12k	effective professional development that promotes sustained application in classroom practice							X	

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<b>4.13s</b>	work with other educators to initiate, implement, and evaluate professional development								X	
<b>4.14s</b>	use local data to identify and prioritize professional development needs								X	
<b>4.15s</b>	provide sound professional development experiences that address the needs of participants, are sensitive to school constraints (e.g., class size, limited resources), and use multiple indicators to monitor and evaluate the effectiveness of the professional development								X	
<b>4.16s</b>	effectively mentor and coach educators for the successful implementation of instructional practices addressed in professional development					X				X
<b>4.17s</b>	pursue knowledge of literacy by reading professional journals and publications and by participating in conferences and professional organizations and other professional activities	X	X	X	X	X	X	X	X	X
<b>4.18s</b>	recognize the value of participating in local, state, national, and international professional organizations whose mission is the improvement of literacy					X				

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