

TERG 3720C - CE Developmental Reading Instruction: Vocabulary, Comprehension, and Writing

Fall 2026 Syllabus, Section 01, CRN 43186,

Credit hours: 3

Instructor

Mandy L Wallace

Email: mlwallace06@ysu.edu

Instructor Title: Dr. Mandy L. Wallace

Literacy Program Coordinator, Graduate C&I Coordinator /Assistant Professor

Instructor Professional Qualifications:

University of Pittsburgh, 2020

EdD: Literacy, Language, and Culture

Walden University, 2005

MEd, Reading Specialist

Slippery Rock University, 1999

BS, Early Childhood/Elem Education prek-6

Instructor Office Location: Beeghly Hall 2323

Instructor Office Phone: 330-941-3652

Course Description

3720C. CE Developmental Reading Instruction: Vocabulary, Comprehension, and Writing. An exploration of developmental and instructional implications related to reading in the elementary and middle grades, including vocabulary acquisition, comprehension, and writing instruction. Principles of explicit and systematic instruction and using evidence-based strategies to meet the diverse learning needs of all students are studied and practiced. 20 field hours are required. Prereq.: TERG 2605 with a minimum grade of "C" and TERG 3700 with a minimum grade of "C". 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	Teaching Reading Sourcebook. CORE	Honig, B., Diamond, L., Gutlohn, L., & Cole, C. L.	978-1-63402-235-4
Required	The Writing Revolution 2.0: A Guide to Advancing Thinking Through Writing in All Subjects and Grades	Hochman, J., Wexler, N., Maloney, K., & Lemov, D	978-1394182039

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
8/25	Class Readings: Teaching Reading Sourcebook (The Big Picture, pp. 2–18; Ehri's Phases of Word Recognition, pp. 163–167); Kucan (2012), What Is Most Important to Know About Vocabulary?	Topics will include: Science of Reading, Simple View of Reading, Scarborough's Reading Rope, and the Reading Brain.	Assignments: Vocabulary Article Response



9/1	Class Readings: Teaching Reading Sourcebook, Chapter 11: Specific Word Instruction (pp. 467–486).	Topics will include: Explicit vocabulary instruction, Four-Part Processing Model, text sets, and background knowledge	Assignments: Reading Strategies Assignment; Begin Annotated Bibliography
9/8	Class Readings: Review Teaching Reading Sourcebook, Chapter 11 (pp. 467–486)	Topics will include: Text Talk lessons, explicit vocabulary instruction, and vocabulary activities	Assignments: Annotated Bibliography; Begin Text Talk Lesson
9/15	Class Readings: Teaching Reading Sourcebook, Chapter 12 (pp. 506–568) and Chapter 13 (pp. 570–606).	Topics will include: Independent word learning, morphemic analysis, word consciousness, and vocabulary notebooks	Assignments: Text Talk Lesson
9/22	Class Readings: The Writing Revolution 2.0, Chapters 1–2.	Topics will include: Simple View of Writing, Writing Revolution principles, and sentence construction.	Assignments: Writing Strategies Assignment
9/29	Class Readings: Teaching Reading Sourcebook, Chapter 14: Literary Text Comprehension (pp. 634–651).	Topics will include: Literary text comprehension, evidence-based comprehension strategies, and narrative lesson planning.	Assignments: Begin Narrative Comprehension Lesson
10/6	Class Readings: Review Teaching Reading Sourcebook, Chapter 14 (pp. 634–651).	Topics will include: Narrative comprehension instruction and lesson development.	Assignments: Narrative Comprehension Lesson; Midterm Review.
10/13	Class Readings: Teaching Reading Sourcebook, Chapter 15: Informational Text (pp. 682–742).	Topics will include: Informational text comprehension, text structure, and author's craft.	Assignments: Midterm Exam; Narrative Lesson
10/20	Class Readings: Teaching Reading Sourcebook, Chapter 15 (pp. 682–742).	Topics will include: Close reading, text dependent questions, and informational text structures.	Assignments: Begin Close Reading Lesson
10/27	Class Readings: Review Teaching Reading Sourcebook, Chapter 15 (pp. 682–742).	Topics will include: Close reading instruction and scaffolding.	Assignments: Continue Close Reading Lesson
11/3	Class Readings: The Writing Revolution 2.0, One Sentence at a Time section.	Topics will include: Writing Revolution strategies, sentence expansion, note taking, and paragraph writing.	Complete Close Reading Lesson; Begin Writing Strategies Assignment
11/10	Class Readings: Teaching Reading Sourcebook (Retelling, pp. 641, 701; Summarizing, pp. 614, 642, 711–719).	Topics will include: Retelling and summarizing to strengthen comprehension.	Assignments: Writing Strategies Assignment
11/17	Class Readings: The Writing Revolution 2.0 (Writing Process chapters).	Topics will include: Phases of writing, text structures, and writing to support comprehension.	Assignments: Complete Writing Strategies Assignment; Begin Critical Task
11/24	Class Readings: Ohio's Dyslexia Guidebook	Topics will include: Supporting diverse learners, MTSS, and dyslexia accommodations	Assignments: Continue Critical Task
12/1	Assignments: Continue Critical Task	Topics will include: Review of vocabulary, comprehension, writing, the Simple View of Reading, and Scarborough's Rope	Assignments: Critical Task; Final Exam Review
12/8	Class Readings: Review course materials	Topics will include: Course review and synthesis	Assignments: Final Exam

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.