



## **RDG360: Word Analysis Skills COURSE SYLLABUS: Spring 2013**

## **Dr. Agnes (Aggie) Stryker**

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## COURSE INFORMATION

## **Materials – Textbooks, Readings, Supplementary Readings:**

*Textbook(s) Required:* Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. 5<sup>th</sup> edition, Englewood Cliffs, NJ: Merrill.

ISBN-13: 978-0-13-703510-6

RDG 360 Handbook prepared by Dr. Raine available in the Rayburn student center bookstore

*Optional:* Students are encouraged to read widely from other textbooks on Word Analysis skills and study the state adopted material for reading instruction grades K through 6.

**Course Description:** RDG 360. Word Analysis Skills. Three semester hours.

This course examines word examination of word identification within the context of language.

The focus of this course is an examination of how to implement TEKS when facilitating

children's development of the phonological system through writing. Specific attention is given

to strategies that are useful to readers in the areas of word knowledge and word analysis.

**Prerequisites:** ELED 306; RDG 300

## **Student Learning**

Source: S&P

- Upon completion of this course, the students should be able to:

2. Demonstrate understanding of all word identification skills useful in decoding unknown words.
3. Demonstrate teaching activities that support the study of word identification skills within the framework of the developmental spelling stages.
4. Identify the stages of spelling development and explain various activities for fostering a child's progress through these stages.
5. Assess a child's orthographic stage.
6. Understand the organization of a class for word study based on orthographic development.
7. Additionally, preservice teachers who successfully complete this course will have extended knowledge and understanding of how the above objectives relate to English Language Learners.
8. Understand the knowledge and use of the English Language Arts standards, competencies and related Essential Knowledge and Skills identified by the Texas Education Association.

## **ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS**

***Standard II. Phonological and Phonemic Awareness:*** Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

***Standard III. Alphabetic Principle:*** Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

***Standard V. Word Analysis and Decoding:*** Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

***Standard IX. Writing Conventions:*** Teachers understand conventions of writing in English and provide instruction that helps students develop proficiency in applying writing conventions.

Rdg 360 course content is aligned with the Texas Essential Knowledge and Skills for Language Arts and Reading for grades K – 6. The specific TEKS headings are:

READING/ Beginning Reading Skills/ Print Awareness/ Phonological Awareness/ Phonics/ Vocabulary Development

ORAL AND WRITTEN CONVENTIONS/ Conventions/ Handwriting, Capitalization, and Punctuation/ Spelling

The critical components of THE STANDARDS that can be measured with an examination are known as the TExES COMPETENCIES. While Competencies 001 Oral Language, 004 Literacy Development and Practice, 008 Writing Conventions, and 012 Assessment of Developing Literacy will be studied during this course the competencies that are aligned specifically and primarily with this course and the related Texas Essential Knowledge and Skills are:

**Competency 002: (Phonological and Phonemic Awareness).** The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.

**Competency 003: (Alphabetic Principle).** The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

**Competency 005: (Word analysis and identification skills).** The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.

Reading/Vocabulary Development  
English Language Arts and Reading Essential Knowledge and Skills  
**Related to Competency 007 (Reading Comprehension And Applications)**

**The beginning teacher:** **B. Knows how to provide instruction to help students increase their reading vocabulary. C. Understands factors affecting students' reading comprehension (e.g., oral language development, word analysis skills, prior knowledge, language background, previous reading experiences, fluency, vocabulary development, ability to monitor understanding, characteristics of specific texts).**

#### **Oral and Written Conventions/Spelling**

§110. English Language Arts and Reading, Beginning with School Year 2009-2010.

The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into five strands. The TEKS listed here are from the strand Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing.

Source: The provisions of this §110 adopted to be effective September 4, 2008, 33 TexReg 7162.

## **COURSE REQUIREMENTS**

### **Instructional / Methods / Activities Assessments**

#### **Course Overview:**

This course is designated as a lecture course by the Curriculum and Instruction Department; however there **will be a variety of presentation methods** to include: modeling instruction, group activities with instructor materials, group activities with student made materials, films, word sorting activities for guided practice and implementation of course content, and as appropriate lecture type instruction. Student's questions and reflections upon their study are encouraged. The course text was selected because of the strong match between text and course content. It is informative and a very useful resource. The handbook to accompany the course content is a necessary tool and very useful to guide a student's learning. Students are expected to read carefully and study both required texts.

#### **Requirements and Activities:**

**Congratulations for your progress in your education!!! This is an exciting opportunity. You are preparing for an important profession and certain expectations for your continuing success are listed here.**

1. You are expected to attend all class meetings and pay attention to the instructor or presenter, participate as appropriate in class discussions and be involved in group activities. Attendance is expected and does not earn extra points. **YOU WILL NOT BE ABLE TO PASS READING 360 WITH MORE THAN 2 ABSENCES.** Students are encouraged to contact the instructor by e-mail if at all possible when absent. Make contact with a fellow

classmate to review the information that you missed if absent. (TAMU-Commerce considers 3 absences to be excessive.) The only excused absences are for (a) participation in a required university or school activity; (b) verified illness, (c) legal proceedings in fulfilling responsibility as a citizen (see Student's Guidebook). Excused absences are only allowed provided the student notifies the instructor prior to the absence. Failure to contact the instructor will result in an unexcused absence.

University Policy provides for make-up work for excused absences. All absences must be made up or your absence will impact **your grade**. **Unmade up absences will result in 10% points being deducted from your final grade. The instructor will not remind a student to complete the make-up work.**

**Make-up work for this class** is a two-page type written review of the purpose of the class, major topics and points brought out during class discussion, how class activities related to the topics, and how the topic relates to your teaching. Notes and handouts are to be obtained from a classmate. Make-up work is due at the beginning of the next class period. The homework assignment must be faxed to instructor on day of absence.

All unexcused absences are counted on the final grade. Make-up work will not be allowed for unexcused absences. Ten percentage points will be deducted from the final grade for each unexcused absence. Two or more unexcused absences may result in an F for the class.

**To repeat: All unexcused and unmade up absences will deduct 10% points off the final grade. Late arrival or early departure counts as ½ an unexcused absence. Make up work will not be allowed for unexcused absences.**

2. *If you are texting, using a cell phone, e-mailing or engaged in other non-class activities, you will be asked to leave the room and it will count as an unexcused absence.*
- 3 Read the required text and any other assigned material. **Study outside of class is necessary and expected. You are in control of your positive attitude and desire to learn the skills needed to become a primary grade teacher. Often it is a great help to students to form study groups.**
4. At the end of each of chapters 4, 5, 6, 7, & 8 are activities for teaching skills needed at each of the developmental stages. Construct **one** of these from each of the chapters. These will be demonstrated and evaluated during class. The activities will not be accepted at any time other than the scheduled due date. Take the information and directions from the text and produce it into a useable form. That means a total of five activities that will be produced. These will be worth 8 points each. A second activity is to be chosen from each chapter to be explained to the other students in a group. The second activity does not require making anything. It gives an opportunity to learn about all of the activities in the text by sharing information.
5. Administer Elementary Spelling Inventory I (page 319) to a child any age from 5 years to 11 years old and bring to class. Also, bring a photo copy of pages 320 and 312. In class you will use this to learn how to evaluate a child's developmental stage in spelling. (Reference Chapter 2) **This is assigned to aid your understanding. We will workshop this information in class; therefore, points are not given for this assignment.**
6. **Take the exams as scheduled and when scheduled.**

## **Methods of Student Evaluation/Assessment of Student Outcomes/Grading Scale**

The grade a student earns from this course is based upon three objective exams plus the 40 points that are assigned to the instructional game activities. Because a student must acquire knowledge of essential skills for teaching word analysis the most appropriate and thus fair (everyone has the same opportunity) means to demonstrate that content knowledge is with objective exams. This method was chosen because of the alignment with the state requirements to achieve certification. All exam questions will be developed from the course content presented in class and/or in the required text. Students who attend and are active learners during class and follow the suggestions for self study of the text, handouts, and class notes outside of class greatly enhance their learning and are successful. The teaching activity points are added in with the exam points and will significantly increase the average of the course grade. Knowledge of the course content is expected by the Texas Education Agency of all pre-K through 6<sup>th</sup> grade teachers.

Points given for the 5 Teaching Activities (8 points each for a total of 40 points possible) and the three Exams (300 points possible) will be totaled together. At the completion of the course grades will be based upon the percentage achieved of the total 340 points possible.

<u>Possible Points</u>	<u>Student's Points</u>
Act Ch 4      8	_____
Exam I      100	_____
Act Ch 5&6      8+8	_____
Exam II      100	_____
Act Ch 7&8      8+8	_____
Exam III <u>100</u>	_____
Total      340	

Add the total of points that you have received throughout the semester and divide that number by the total of the points possible at that time and you will have your average. A=90-100%. B=80-89.5%. C=70-79.5%. D=60-60.5%. F=60% and below.

### **TECHNOLOGY REQUIREMENTS**

Required: Texas Educator Certification. Texas Examinations of Educator Standards (TExES) review and practice materials are found online.

- ✓ Take the sample test pages 28 – 68 from the Preparation Manual 117 English Language Arts and Reading 4-8. There are 37 sample items which deal with Reading Language Arts and most of them at the elementary level.
- ✓ Make an answer sheet for yourself and indicate your answer choice on the paper. At the end of the test there is a page with the correct answers. Check your answers and then go back to the missed test items and determine why you missed it, and go back to the items that you got correct and decide why you got it.
- ✓ Write this diagnostic insight on your paper and be prepared to hand in the paper. Indicate any items that you would like to have discussed during class time.

The state encourages students to self study independently (not part of course credit) in preparation for the TExES.

This assignment will give students the advantage of early intervention in preparation for successful performance on the TExES 191 Generalist EC-6.

- Access the Texas Education Association information on the Essential Knowledge and Skills requirements for English Language Arts and Reading.

### **COMMUNICATION AND SUPPORT**

#### **Interaction with Instructor Statement:**

e-mail is preferred for outside of class contact. Students are encouraged to inform the instructor of concerns they may have pertaining to the course.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

You are preparing for an exciting career in a profession that approves a high standard of personal integrity, honesty and **positive attitude**. You are expected to study to increase knowledge of effective teaching strategies, use standard English in spoken and written communication, and demonstrate emotional and social maturity. Behavior during class should show respect to the instructor and fellow classmates. Visiting in class when instruction is occurring, use of cell phones or computers, and doing home work from other classes will negatively affect your understanding and interfere with the learning of other students; therefore, this should not be occurring. Also, **students are expected to remain in the classroom during the class period.**

### University Specific Procedures:

#### ADA Statement

#### Students with Disabilities:

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, Texas A&M University-Commerce**

Gee Library, Room 132, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148

[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

#### *Student Conduct*

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

## COURSE OUTLINE / CALENDAR

### First third of the Course

#### **English Language Arts and Reading: Competency 001 Oral Language, Competency 002 Phonological and Phonemic Awareness, & Competency 003 Alphabetic Principle**

##### **Class #1**

- Syllabus & course requirements,
- cueing system for language,
- use and organization of the text and handbook

##### **Class #2**

- Sorting for patterns in words.
- Handbook pages 1 - 9; 21-22 Text chapters 1, 3, 4; Class notes
- Emergent Readers – Phonemic Awareness
- Film: Phonemic Awareness VHS 3930 A & B
- Handbook pages 21 - 22; Text chapter 4; Class notes
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### **Class #3**

- All about consonant letters and phonemes
- Sorting consonant blends and consonant digraphs
- Handbook pages 13 - 22; Text chapter 4; Class notes
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### **Class #4**

**Student activities** from Chapter 4 demonstrated in class. Handbook page 10 will be used for peer evaluation. At the end of chapter 4 (pages 122 - 147) are activities for teaching skills needed at the emergent stages. Construct **one** of these to be demonstrated (played) and evaluated during class. The activities will not be accepted at any time other than the scheduled due date. Take the information and directions from the text and produce it into a useable form. This activity will be worth 8 points. A second activity is to be chosen to be explained to the other students in your group. The second activity does not require making anything. It gives an opportunity to learn about all of the activities in the text by sharing information. No points are assigned to the activity that you explain only.

### **Class #5 First exam**

Student demonstration of knowledge. (Exam will be a 50 question multiple choice exam on a recall and application level. You will need a scantron.)

### **Second third of the Course**

#### **English Language Arts and Reading: Competency 004 Literacy Development, & Competency 005 Word Analysis and Identification Skills**

### **Class #6**

- Letter Name stage,
- short vowel pattern
- r-influenced vowels

Students choose activities from chapters **5** (pages 177-197) and **6**: (pages 225-239)  
Handbook pages 24 – 38; Text chapter 5; and Class notes

### **Class #7**

- Long vowel patterns
- Long and short vowel patterns
- long and short oo,
- Diphthongs
- Schwa sound
- Within Word Pattern Stage

Handbook pages 39 – 51; Text chapters 5 & 6; and Class notes

### **Class #8**

- Spelling features of Letter Name & Within Word Pattern

- All vowel sorting.
- Self testing discussion.

Handbook pages from above and pages 52 59; Text chapters 5 & 6; and Class notes

### **Class #9**

**Student demonstration** of activities from chapters 5 & 6. Handbook page **11** will be used for peer evaluation. At the end of each of chapters 5 (pages 177 - 197) & chapter 6 (pages 225 - 239) are activities for teaching skills needed at the Letter Name and the Within Word Pattern developmental stages. Construct **one** of these from **each** of these two chapters. These will be demonstrated and evaluated during class. The activities will not be accepted at any time other than the scheduled due date. Take the information and directions from the text and produce it into a useable form. These will be worth 8 points each. A second activity from each chapter is to be chosen to be explained to the other students in your group. The second activity does not require making anything and does not receive points. It gives an opportunity to learn about all of the activities in the text by sharing information. (Each student will have two activities to make and play, and two other activities to tell about.)

**Class #10 Second objective exam.** Chapters 5, 6 & class notes & handbook pages as noted. Student demonstration of knowledge. (Exam will be a 50 question multiple choice exam on a recall and application level. You will need a scantron.)

### **Last third of the Course**

**English Language Arts and Reading: Competency 005 Word Analysis and Identification Skills, Competency 009 Writing Conventions, Competency 012 Assessment of Developing Literacy, and TEKS: Reading/Vocabulary Development**

### **Class #11**

- Syllable Juncture and Affixes Stage - Chapter 7
- Spelling rules for adding affixes
- The six syllable types
- Syllabication Generalizations

Handbook pages: 61 – 75; Text chapter 7; and Class notes

Students choose activities from activities pages in chapters 7 & 8

### **Class #12**

- The Derivational Relations Stage - Chapter 8
- Explain the Spelling Inventory assignment

Handbook pages: 76 – 84; Text chapters 8; and Class notes

- Assessment of children's orthographic development
- Organization for word study

Text chapters 2 & 3; Class notes and handouts

**Class #13**

**Student demonstration** of activities from chapters 7 & 8. Handbook page **12** will be used for peer evaluation. At the end of each of chapters 7 (pages 261 - 271) & 8 (pages 294 - 310) are activities for teaching skills needed at the Syllables & Affixes and Derivational Relations developmental stages. Construct **one** of these from **each** of these **two** chapters. The procedure follows the same as the previous student activity periods.

**Class #14** How to score and evaluate a spelling features inventory will be modeled. Students will bring the inventory that they have administered to an elementary school age child to class to use for applied practice. Comparisons will be made with the assessment of the other students and with the text information.

- Assignment: Prior to class administer the Elementary Spelling Inventory I (page 319) and bring to class. All students should use the inventory on page 319 no matter the age of the child you assess. **Also**, bring a photo copy of pages 320 (Feature Guide) and 312 (Qualitative Spelling Checklist). Reference Chapter 2 and pages 313-314.

Discuss Handbook pages 85 - 86. Students are to bring their own answers to the self test that they have written on a separate page and completed **prior** to class time.

**Class #15    Final exam.**      Student demonstration of knowledge

Chapters 7 & 8 and selected pages from chapters 2 & 3, handbook pages and class notes.