



**RDG 360.51W: Word Analysis Skills**  
COURSE SYLLABUS: Summer 1 2014

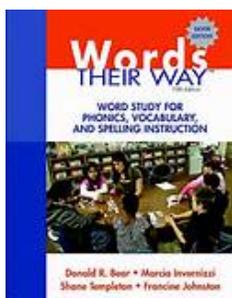
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**COURSE INFORMATION**

**Required Text and Materials:** Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2004). *Words Their Way*. Englewood Cliffs, NJ: Merrill.



*Optional:* Students are encouraged to read widely from other textbooks on Word Analysis skills and study the state adopted materials 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 300, RDG 350; minimum overall GPA of 2.50 and passing scores on THEA.

**Course Objectives:**

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

1. Demonstrate knowledge of the phonemes of the English language.
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 develop 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. Have extended knowledge and understanding of how the above objectives related 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 Educational 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.

Reading/Beginning Reading Skills/Phonological Awareness  
English Language Arts and Reading Essential Knowledge and Skills  
Related to Competency 002 (Phonological And Phonemic Awareness)

### Kindergarten

(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:

- (A) identify a sentence made up of a group of words;
- (B) identify syllables in spoken words;
- (C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");
- (D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;
- (E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");
- (F) blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat);
- (G) blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man);
- (H) isolate the initial sound in one-syllable spoken words; and
- (I) segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ /o/ /g/).

### Grade 1

(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:

- (A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);
- (B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);

- (C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/o/w/ to /g/l/o/w/);
- (D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);
- (E) isolate initial, medial, and final sounds in one-syllable spoken words; and
- (F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/).

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.

Reading/Beginning Reading Skills/Print Awareness

English Language Arts and Reading Essential Knowledge and Skills

Related to Competency 003 (Alphabetic Principle) and

Competency 004 (Literacy Development)

Kindergarten

(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:

- (A) recognize that spoken words can be represented by print for communication;
- (B) identify upper- and lower-case letters;
- (C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;
- (D) recognize the difference between a letter and a printed word;
- (E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);
- (F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and
- (G) identify different parts of a book (e.g., front and back covers, title page).

Grade 1

(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:

- (A) recognize that spoken words are represented in written English by specific sequences of letters;
- (B) identify upper- and lower-case letters;
- (C) sequence the letters of the alphabet;
- (D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);
- (E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and
- (F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).

Grade 2

(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).

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/Beginning Reading Skills/Phonics

English Language Arts and Reading Essential Knowledge and Skills

Related to Competency 005 (Word Analysis and Identification Skills)

(Edited by I. L. Raine)

Kindergarten

(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

- (A) identify the common sounds that letters represent;
- (B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words); VC (at), CVC (can), CCVC (from), CVCC (went)

- (C) recognize that new words are created when letters are changed, added, or deleted ( this involves the use of onset and rime activities such as changing the onset in cat, fat, flat, scat, sat, mat, that); and  
(D) identify and read at least 25 high-frequency words from a commonly used list.

### Grade 1

(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) decode words in context and in isolation by applying common letter-sound correspondences, including:

(i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;

(ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a\_e as in cake), long e (e), long i (i\_e as in fine), long o (o\_e as in bone), long u (u\_e as in cute), y=long e (baby), and y=long I (by);

(iii) consonant blends (e.g., bl, st, br, tw) (black, step, brown, twin);

(iv) consonant digraphs including ch (chip), tch (catch), sh (she), th(voiceless)=as in thing, th (voiced) as in that and this, wh (when), ng (long), ck (back), kn (know), -dge (bridge) , and ph (phone);

(v) double vowels including:

short oo phoneme as in book, long oo phoneme as in too(oo) and new (ew);

aw as in saw, au as in auto; and

vowel digraphs that follow the rule first vowel is long second is silent: ea (eat), ee as in feet, ow (snow, own) , ay (day), ai (main), oa (coat), ie (pie) and -igh (night).

Vowel digraphs that do not follow the rule: ea (bread), ie (chief), and

(vi) vowel diphthongs including two phonemes: oy (boy), oi (boil); and ow (how), ou (out)

(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;

(C) use common syllabication patterns to decode words, including:

(i) closed syllable (CVC) short vowel pattern(e.g., mat, rab-bit);

(ii) open syllable (CV) a long vowel pattern(e.g., he, ba-by, he-ro);

(iii) final stable syllable (e.g., ap-ple, a-ble) also tion as in mo-tion;

(iv) vowel-consonant-silent "e" words (VCe) a long vowel pattern (e.g., kite, hide);

(v) vowel digraphs and diphthongs (e.g., oat-meal “follows the vowel digraph rule for a long vowel that the first vowel is long and the second is silent” : diphthong example is boy-scout “two vowel letters ‘oy ou’ that blend to make one phoneme”); and

(vi) r-controlled vowel sounds e.g., ar (car, far, are); er [(were), ir (girl), ur (fur)], and or (for, four);

(D) decode words with common spelling patterns (e.g., -ink, -onk, -ick) “these examples are short vowel rime pattern”;

(E) read base words with inflectional endings (e.g., plurals, past tense);

(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);

(G) identify and read contractions (e.g., isn't, can't);

(H) identify and read at least 100 high-frequency words from a commonly used list; and

(I) monitor accuracy of decoding.

### Grade 2

(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:

(i) single letters (consonants and vowels);

(ii) consonant blends [e.g., spl “three letter blend (splash)” thr “th digraph blends with the r making a digraph-blend combination (three)”];

(iii) consonant digraphs (e.g., ng, ck, ph); and

(iv) vowel digraphs (e.g., ie,) double vowels ue (blue), ew (few)) and diphthongs (e.g., oi, ou);

(B) use common syllabication patterns to decode words including:

(i) closed syllable (CVC) (e.g., pic-nic, sev-en);

(ii) open syllable (CV) [e.g., ve-to);

(iii) final stable syllable (e.g., sta-tion, tum-ble);

- (iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape);
- (v) r-controlled vowels (e.g., there-fore, cor-ner); and
- (vi) vowel digraphs (oat-meal) and diphthongs (boy-scout);
- (C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);
- (D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);
- (E) identify and read abbreviations (e.g., Mr., Ave.);
- (F) identify and read contractions (e.g., haven't, it's);
- (G) identify and read at least 300 high-frequency words from a commonly used list; and
- (H) monitor accuracy of decoding.

### Grade 3

(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

- (A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:
  - (i) dropping the final "e" and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable);
  - (ii) doubling final consonants when adding an ending (e.g., hop to hopping);
    - (iii) changing the final "y" to "i" (e.g., baby to babies);
  - (iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly); and
  - (v) using knowledge of derivational affixes (e.g., -de, -ful, -able);
- (B) use common syllabication patterns to decode words including:
  - (i) closed syllable (CVC) (e.g., mag-net, splen-did);
  - (ii) open syllable (CV) (e.g., ve-to);
  - (iii) final stable syllable (e.g., puz-zle, con-trac-tion);
  - (iv) r-controlled vowels (e.g., cor-ner, car-port, where); and
  - (v) vowel digraphs (know, each, peo-ple, please, tree, seem); and diphthongs (down-town, found, how)
- (C) decode words applying knowledge of common spelling patterns (e.g., -eigh as in eight, neighbor, sleigh, and weight; -ought as in brought and thought);
- (D) identify and read contractions (e.g., I'd, won't); and
- (E) monitor accuracy in decoding.

### 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).

### TEKS

#### Kindergarten

- (5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:
  - (A) identify and use words that name actions, directions, positions, sequences, and locations;
  - (B) recognize that compound words are made up of shorter words;
  - (C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and
  - (D) use a picture dictionary to find words.

#### Grade 1

- (6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
  - (A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);
  - (B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);
  - (C) determine what words mean from how they are used in a sentence, either heard or read;
  - (D) identify and sort words into conceptual categories (e.g., opposites, living things); and
  - (E) alphabetize a series of words to the first or second letter and use a dictionary to find words.

## Grade 2

(5) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

- (A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);
- (B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;
- (C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and
- (D) alphabetize a series of words and use a dictionary or a glossary to find words.

## Grade 3

(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

- (A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;
- (B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;
- (C) identify and use antonyms, synonyms, homographs, and homophones;
- (D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and
- (E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.

## Grade 4

(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

- (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
- (B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;
- (C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:\_\_\_\_ or girl:woman as boy:\_\_\_\_\_);
- (D) identify the meaning of common idioms; and
- (E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.

## Grade 5

(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

- (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
- (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;
- (C) produce analogies with known antonyms and synonyms;
- (D) identify and explain the meaning of common idioms, adages, and other sayings; and
- (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

## Grade 6

(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

- (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
- (B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;
- (C) complete analogies that describe part to whole or whole to part (e.g., ink:pen as page:\_\_\_\_\_ or pen:ink as book:\_\_\_\_\_);
- (D) explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera); and
- (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

Related to Competency 009 (Writing Conventions). The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions

## 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.

Edited by I. L. Raine

### Kindergarten

K (18) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

- (A) use phonological knowledge to match sounds to letters;
- (B) use letter-sound correspondences to spell:
  - (i) consonant-vowel-consonant (CVC) words (e.g., "cut"); and
- (C) write one's own name.

### Grade 1

1st (22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

- (A) use phonological knowledge to match sounds to letters to construct known words;
- (B) use letter-sound patterns to spell:
  - (i) consonant-vowel-consonant (CVC) words;
  - (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and
  - (iii) one-syllable words with consonant blends (e.g., "drop");
- (C) spell high-frequency words from a commonly used list;
- (D) spell base words with inflectional endings (e.g., adding "s" to make words plurals); and
- (E) use resources to find correct spellings. (Resources might include a word wall, dictionary, reader, any book or word list where they can find the word without asking someone to spell it for them.)

### Grade 2

2nd (23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

- (A) use phonological knowledge to match sounds to letters to construct unknown words;
- (B) spell words with common orthographic patterns and rules:
  - (i) complex consonants (e.g., hard and soft c and g, ck);
  - (ii) r-controlled vowels;
  - (iii) long vowels (e.g., VCe-hope); and
  - (iv) double vowels [e.g., vowel digraphs (ee-feet); short oo (book) and long oo, (moon, fool); diphthongs (ou-out, ow-cow), (oi- coil, oy-toy)];
- (C) spell high-frequency words from a commonly used list;
- (D) spell base words with inflectional endings (e.g., -ing and -ed);
- (E) spell simple contractions (e.g., isn't, aren't, can't); and
- (F) use resources to find correct spellings.

### Grade 3

3rd (24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

- (A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;
- (B) spell words with more advanced orthographic patterns and rules:
  - (i) when to double the final consonant before adding an ending;
  - (ii) dropping final "e" when endings are added (e.g., -ing, -ed);
  - (iii) when to change y to i before adding an ending;
  - (iv) double consonants in middle of words;
  - (v) complex consonants (e.g., scr-, -dge, -tch); and
  - (vi) abstract vowels [does not follow a pattern](e.g., ou as in could, touch, through, bought);
- (C) spell high-frequency and compound words from a commonly used list;
- (D) spell words with common syllable [pattern] constructions (e.g., closed, open, final stable syllable);
- (E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);
- (F) spell complex contractions (e.g., should've [should have], won't [will not]); and
- (G) use print and electronic resources to find and check correct spellings.

### Grade 4

4th (22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) spell words with more advanced orthographic patterns and rules:

- (i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);
- (ii) irregular plurals (e.g., man/men, foot/feet, child/children);
- (iii) double consonants in middle of words;
- (iv) other ways to spell sh phoneme (e.g., -sion, -tion, -cian); and
- (v) silent letters (e.g., knee, wring);

(B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);

(C) spell commonly used homophones (e.g., there, they're, their; two, too, to); and

(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.

Grade 5

5th (22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) spell words with more advanced orthographic patterns and rules:

(i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician);

(ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and

(iii) silent and sounded consonants (e.g., haste [t sounded], hasten [t silent]; sign [g silent], signal [g sounded]; condemn [final n silent], condemnation [n sounded at beginning of 3rd syllable]); [This is called vowel alternation or consonant alternation. The vowel or consonant letter remains the same letter across related words, but as the syllable divisions may form different syllable patterns then the phoneme the letter represents may change. What alters is the sound or phoneme not the printed letter.]

(B) spell words with:

(i) Greek Roots (e.g., tele, photo, graph, meter);

(ii) Latin Roots (e.g., spec, scrib, rupt, port, ject, dict);

(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and

(iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence);

(C) differentiate between commonly confused terms (e.g., its, it's; affect, effect);

(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and

(E) know how to use the spell-check function in word processing while understanding its limitations.

Grade 6

6th (21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) differentiate between commonly confused terms (e.g., its, it's; affect, effect);

(B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and

(C) know how to use the spell-check function in word processing while understanding its limitations.

## COURSE REQUIREMENTS

### Course Overview:

The class sessions are designed with a variety of instructional styles for learner interaction with the course content. Students will experience problem solving, word sorting, student led learning activities groups, and instructor facilitation in developing the course objectives. Students' questions and reflections upon the content are encouraged. The course text was selected because of the strong match between text and course content and is required reading and study. Presence in class and active learning are expected at the college level and for future teachers.

### Requirements and Activities:

1. **Attend all class meetings** and participate in class discussions and group activities.
2. Read the required text and any other assigned material. **Study outside of class is necessary and expected.**
3. 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.

4. Administer Elementary Spelling Inventory I (page 305) and bring to class. **Also, bring a photo copy of pages 306 & 307.** 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, no extra points will be given this assignment.
5. Take the exams when scheduled.
6. Engage in the Reading Horizons online work.
7. MyLeo: As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to you 24/7 at <https://leo.tamu-commerce.edu/login.aspx>.
8. eCollege: eCollege will be used for this course. Please check for this course on the eCollege page. It is available to you 24/7 from through the myLeo portal or [online.tamuc.org/](http://online.tamuc.org/). I use this as a resource to supplement the content in this class.

### Professionalism

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.*

Students requesting accommodations for disabilities must go through the Academic Support Committee. For more information, please contact the Director of Disability Resources & Services, Halladay Student Service Bldg., Room 303D (903) 886-5835.

**"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment."** (See Student's Guide Handbook, Policies and Procedures, Conduct)

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

The grade a student earns from this course is based upon three objective exams and 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 of all pre-K through 4<sup>th</sup> grade teachers.

Exam points (300 possible) and points given for the 5 teaching activities (50 points possible) as well as homework assignments (30 points possible) will be totaled together. Grades will be based upon the percentage achieved of the total 400 points possible.

#### Possible Points

Spelling Inventory		
Assessment	20	_____
Homework	30	_____
Act Ch 4	10	_____
Exam 1	100	_____
Act Ch 5 & 6	10+10	_____
Exam II	100	_____
Act. Ch 7 & 8	10+10	_____
Exam III	100	_____
Total:		_____/400

Add the total of points that you have received throughout the semester and divide that number by the total of points possible at that time and you will have your average. A=90-100%. B= 80-89.5%. C=70-79.5%. D=60-69.5%. F=60% and below.

\*\*\*Missed Class: In the event of a missed class, you are responsible for obtaining class materials/assignments/notes and being prepared for the next class meeting. I will not bring additional copies of handouts from previous classes; therefore, it is our responsibility to get the necessary materials and assignments from a designated class member. Select a buddy and exchange phone numbers and email with him/her. By exchanging information, your buddy agrees to collect all handouts for you and to explain any class materials. Assignments/notes; however, it is your responsibility to contact your buddy for this information.

Name of Buddy	Phone	Email Address

### 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.

. All students must have access to email and adequately functioning computer equipment. To use the university’s online resources, students need a computer and an Internet service provider (ISP). Students also need an Internet browser, an email account, and a word processing program. Microsoft Word works well. **Please save all documents as .rtf (preferred) .doc or docx.** A working familiarity with hardware and software is advantageous before entering the program.

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection-high speed recommended (not dial up)
- Word Processor (MS Word)
- Hardware: Both Macintosh and Windows systems are acceptable. Students do not need to purchase a new system to begin online learning at the university.
  - Windows  
98/NT/2000/ME/XP  
Pentium (2 GHz or greater)  
128 megabytes (MB) random access memory (RAM)  
2 GB or greater hard drive
  - Macintosh  
OS 9.1 to OS X; G3, G4, or higher

128 megabytes (MB) random access memory (RAM)  
2 GB or greater hard drive

- Email: Access to a reliable email service through an established Internet service provider (ISP) is critical to the online learning experience. All communication from the instructor for this course will be through the students TAMU-C email account.
- Web Browser: Internet Explorer (version 7.0 or greater) is required. These browsers are available for free in the download areas at [www.microsoft.com](http://www.microsoft.com).
- Adobe Acrobat Reader: Available at [www.adobe.com](http://www.adobe.com), this free program (Adobe Reader 8) allows you to view and print many forms and some full-text documents from online library databases.
- Adobe Flash Player 9.0 Available at [www.adobe.com](http://www.adobe.com). This allows you to view any content delivered in Flash.
- Video Players/Plugins: It is available for free download
  - QuickTime, [www.apple.com/quicktime](http://www.apple.com/quicktime).
  - RealPlayer, available at [www.real.com](http://www.real.com), and
  - Windows MediaPlayer 11.0, available at [www.microsoft.com/windows/windowsmedia/download](http://www.microsoft.com/windows/windowsmedia/download).
- Java Applet: Since the online classroom is interactive and dynamic, it is important that students' Internet browser be Java-enabled. The Java Virtual Machine can be downloaded for free at <http://java.com/en/index.jsp>.

- Virus Protection  
Viruses can be transmitted to computers as email attachments. Once a virus is resident on a computer, it can hinder performance, crash the computer, or damage files and hard drives—permanently. To protect their systems, students should purchase up-to-date antivirus software from a local computer store and regularly check their computers for viruses.

## ACCESS AND NAVIGATION

*This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamu-commerce.edu](mailto:helpdesk@tamu-commerce.edu).]*

### ***Being a Successful Student***

- [What Makes a Successful Online Student?](#)
  - [Self-Evaluation for Potential Online Students](#)
  - [Readiness for Education at a Distance Indicator \(READI\)](#)
- Login Information: Login = **tamuc**; password = **online**

## COMMUNICATION AND SUPPORT

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

The students will be able to communicate with instructor through:  
Email: [tami.morton@tamuc.edu](mailto:tami.morton@tamuc.edu) checked frequently everyday throughout the day.  
The instructor will communicate to the student via telephone, Email, and eCollege Announcements

### ***eCollege Student Technical Support:***

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
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**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 homework 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.**

*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*).

**Academic Honesty Policy:** Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Suggested sites for reference regarding what constitutes plagiarism and how to avoid it: <http://www.plagiarism.org/> or <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Plagiarism will result in a grade of "F" for the course and may result in your dismissal from the program.

**All unexcused absences are counted on the final grade. Make-up work will not be allowed for unexcused absences. Five 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. 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.**

**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@tamuc-commerce.edu](mailto:StudentDisabilityServices@tamuc-commerce.edu)

**12 Steps for Learning**

The framework that follows has been adapted from Woolfolk (1998, p. 509). It shares 12 functions that can be initiated by a teacher in a traditional setting but can also be *learner initiated* and therefore empowering. With just a shift in control from teacher to students, the activities can grow in meaningfulness and memorability. From dealing with a textbook assignment to solving a problem, students benefit from considering the following:

1. *Expect* - Set the purpose for doing a particular activity. Answer the questions: "Why? So what?"
2. *Motivate* - Look for ways to make it relevant to your life.
3. *Use prior knowledge* - Ask what is already known, what is needed to complete the assignment.
4. *Pay attention* - Identify key features and main ideas.
5. *Encode* - Generate images, mnemonics, or multiple examples to help memory.

6. *Compare* - Look for similarities; draw diagrams and charts to relate to known ideas.
7. *Generate hypotheses* - Come up with possible alternatives and solutions.
8. *Repeat* - Review and reflect on the material.
9. *Get feedback* - Seek answers to self-posed questions.
10. *Evaluate* - Ask, "What do I know now? What do I need to find out?"
11. *Monitor* - Check for own understanding.
12. *Synthesize* - Make charts; construct tables; seek higher-order relationships between and among new ideas and prior knowledge.

Copied from Nogel, G.K. (2001). *Effective Grouping for Literacy Instruction*. Needham Heights, MA: Allyn and Bacon, 149-150.

### Course Calendar

\*\*\*\*This schedule is tentative and may be changed at any time by the instructor. If the schedule is changed, it will be to your benefit.

Class Date	Topic	Assigned Readings	Assignments Due
WEEK ONE: June 3	Syllabus, course requirements, Assessment of orthographic development and organization for word study Developmental Word Knowledge		
June 5	The Assessment of Orthographic Development Cueing system for language, sorting patterns in words ** Students choose activities selected from pages 122-146 due on June 12	Chapter 1 and 2	Spelling Inventory Due
WEEK TWO: June 10	<b>EMERGENT STAGE</b> Organizing for Word Study Emergent Stage-Word Study	Chapters 3 and 4	
June 12	Emergent Reading and Writing Phonological Awareness		<i>Student activities from Chapter 4 demonstrated in class</i>
WEEK THREE: June 17	<b>BEGINNER STAGE</b> <b>LETTER NAME-ALPHABETIC STAGE</b> Reading and Writing **Students choose activities from Chapters 5 & 6 pages 177-195 & 225-238 due on June 24	Chapters 5	<b>First exam—YOU WILL NEED A SCANTRON.</b>
June 19	<b>TRANSITIONAL LEARNER STAGE</b> <b>WITHIN WORD PATTERN STAGE</b> Reading and Writing	Chapter 6	
WEEK FOUR: June 24	<b>INTERMEDIATE STAGE</b> <b>SYLLABLES AND AFFIXES STAGE</b> Syllable Junction and Affixes Stage Syllabication **Students choose activities from chapters 7 & 8 pages 261-269 & 294-309 due July 1st.	Chapter 7	<i>Student demonstration of activities from 5 &amp; 6.</i>
June 26	<b>ADVANCED STAGE</b> <b>THE DERIVATIONAL RELATIONS STAGE</b>	Chapter 8	<b>Second Exam—YOU WILL NEED A SCANTRON</b>
WEEK FIVE: July 1	Dyslexia Assessment	Article	<i>Student Demonstration of activities from Chapters 7 &amp; 8.</i>
July 3	Wrap Up		Third Exam YOU WILL NEED A SCANTRON