RDG 360
Word Analysis Skills
COURSE SYLLABUS: Summer I 2014

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

- Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2008). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, fifth edition*. Englewood Cliffs, NJ: Merrill.

Optional:

- RDG 360 Handbook prepared by Dr. Raine available through TAMU-Commerce bookstore.

- Fox, B.J., (2014). *Phonics and word study for the teacher of reading: Programmed for self-instruction, eleventh edition*. Upper Saddle River, NJ: Pearson Education, Inc.

- 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 studies 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 TASP.

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/ Spelling

Student Learning Outcomes:

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.

Course Objectives:
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 and 012 Assessment of Developing Literacy will be studied during this course the competencies that are aligned specifically and primarily with this course 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.

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. Additionally, pre-service 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.

TECHNOLOGY REQUIREMENTS

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

- 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. Please email instructor at: tammy.schwartz@tamuc.edu

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. When you present a project, you will be expected to dress and act as you would in the classroom.

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

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services
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 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 optional handbook to accompany the course content is a beneficial tool and very useful to guide a student's learning. Students are expected to read carefully and study the text and additional resources.

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 act with attention to the instructor, participate as appropriate in class discussions and be involved in group activities. Attendance is expected and does not earn extra points. Excessive absences most often results in a lowered grade. Two (2) or Four (4) (Summer session) and Six (6) consecutive absences or a total of eight (8) (Fall or Spring semester) or more will result in being dropped from the course. 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.)

2. 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.**

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 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) (100 points)

5. **Take the exams as scheduled and when scheduled (100 points each)**.

6. Binder check- You will keep a binder all semester. You can organize it to fit your needs. One suggestion is to divide the binder into chapters. Each section could hold your chapter assignments, Power Points, notes, and /or handouts. Make it useful to you since the purpose is to be an aid when studying for the certification exam. This will be graded throughout the course. (100 points)

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 as well as the Binder and Spelling Inventory grades. Knowledge of the course content is expected by the Texas Education Agency of all pre-K through 6th 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.

Possible Points	Student's Points	
Act Ch 4	8	_____
Exam I	100	_____
Act Ch 5&6	8+8	_____
Exam II	100	_____
Act Ch 7&8	8+8	_____
Exam III	100	_____
Spelling Inventory	100	_____

Binder Check 100 _____

Total 540

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.

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

Monday Class: Begins June 2, 2014 – June 9,2013

- Syllabus & course requirements,
- cueing system for language,
- use and organization of the text and handbook,
- Sorting for patterns in words.

Handbook pages 1 - 9; Text chapters 1 & 3; Class notes

- Emergent Readers – Phonemic Awareness
- Film: Phonemic Awareness VHS 3930 A & B (Jan 31)

Handbook pages 21 - 22; Text chapter 4; Class notes

- All about consonant letters and phonemes
- Sorting consonant blends and consonant digraphs

Handbook pages 13 - 22; Text chapter 4; Class notes

June 9

- **Student activities from Chapter 4-** demonstrated in class; evaluation rubric will be used for grading each student activity. 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.

- **First exam** --Student demonstration of knowledge. Study and know to a recall and application level of Chapters 1, 3, 4, and additional notes taken in class on topics discussed in class to prepare for the exam.

- **First Binder Check-** bring binders completed

Second Third of the Course

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

Class: Continues June 11, 2014 – June 18, 2014

- Chapter 5
- Letter Name
- Short Vowel pattern
- r-influenced vowels
- Handbook pages 24 – 38
- Class notes

Students choose activities from Chapter 5 (pages 177 – 197) and 6 (pages 225 – 239)

- Text chapters 5 and 6
- Long vowel patterns
- Long and short vowel patterns
- Long and short oo
- Diphthongs
- Schwa sound
- Within Word Pattern Stage
- Handbook pages 39 – 51
- Class notes
- Spelling Features of Letter Name & Within Word Pattern
- All vowel sorting
- Self testing discussion
- Handbook pages 52 – 59
- Class notes

June 18

- **Student demonstration of activities from chapters 5 and 6-** presented in class; evaluation rubric will be used for grading. At the end of chapter 5 (pages 177 - 197) and chapter 6 (pages 225 – 239) are activities for teaching skills needed at the Letter Name Stage and Within Word Pattern developmental 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.

- **Second exam** --Student demonstration of knowledge. Study and know to a recall and application level of Chapters 5,6, and additional notes taken in class on topics discussed in class to prepare for the exam.

- **Second Binder Check-** bring binders completed

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: Continues June 23, 2014– June 30, 2014

- 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

- 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

June 30, 2014

- **Student demonstration of activities from chapters 7 & 8**- presented in class; evaluation rubric will be used for grading. 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.

July 2, 2014

- **Final exam**- Exam will be during regular class period. Student demonstration of knowledge. Study and know to a recall and application level of Chapters 7 & 8, notes, and selected pages from chapters 2 & 3.
- **Spelling Inventory Project due-** The final Spelling Inventory Project lesson and poster will be due. We will have a gallery walk to display Project and complete Peer Evaluations.
- **Final Binder Check-** bring binders completed