



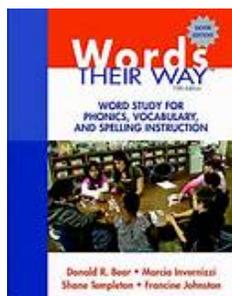
**RDG360: Word Analysis Skills
COURSE SYLLABUS: Fall 2014**

Dr. Agnes (Aggie) Stryker

	Metroplex:	CHEC:	Commerce:
Office:	129 – A	none	EdS #248J
Hours:	By appointment	Tues 3:00-4:00 & 7:30-9:30	Wed 1:00-5:00 by appointment
Phone:	972-613-7591 (office)	214-868-5572	903-886-5537 (Office)
E-Mail:	a.stryker@ymail.com	a.stryker@ymail.com	Agnes.Stryker@TAMUC.edu

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*. 5th 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: EIED 300, RDG 350; minimum overall GPA of 2.50 and passing scores on TASP.

Student Learning Outcomes:

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. 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 VII. Reading Comprehension and Applications: The teacher understands the importance of reading for understanding, know the components of and process of reading comprehension, and teach students strategies for improving their comprehension using a variety of texts and context.

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.

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/ /o/ w/ to /g/ /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, and 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, toe, 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.

Competency 007: (Reading Comprehension and Applications). The teacher understands the importance of reading for understanding, know the components of and process of reading comprehension, and teach students strategies for improving their comprehension using a variety of texts and context.

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.

Competency 009: (Writing Conventions). The teacher understands the conventions of writing in English and provided 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, scribe, 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, rules and print and electronic resources to determine and check correct spellings;
 - (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

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.

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.** TAMU-Commerce considers 3 absences (for a biweekly class) 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. Students are encouraged to contact the instructor by e-mail if at all possible when absent. Failure to contact the instructor could result in an unexcused absence.

I will not bring additional copies of handouts from previous classes, nor will I provide notes from a previous class. Please notify me if you anticipate an absence. Select a buddy, and exchange telephone numbers and email addresses with him or her. In the event of your buddy's absence, please pick up extra handouts and take notes for that person. .

Name of Buddy	Phone Number	Email Address

It is your responsibility as an adult to make contact with a fellow classmate to review the information that you missed if absent.

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 and complete assigned homework. **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. Sharing Activities: At the end of chapters 4, 5, 6, 7, & 8 are activities for teaching the skills presented in those chapters. 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 5 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.**
6. The majority of the work in our modern society is done in groups. Many groups in the educational workplace are self directed work groups of peers. The ability to work in groups in is critical. It is the responsibility of every member of the team to participate equally in the discussion just as it is in the workplace. It is the responsibility of the team as a whole to make sure that everyone participates equally, not the role of the instructor. Non participation will result in a zero grade for the group discussion. The nature of this course is very consistent with the increased amount of work done by groups online versus in person.
7. **Take the quizzes unscheduled (0-10) and scheduled exams (2) when specified.**

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 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.

<u>Possible Points</u>	<u>Student's Points</u>
Homework @15	_____
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 340-355	

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:

University Procedure 34.05.99.R1 prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

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

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*).

RDG360: Word Analysis Skills
COURSE OUTLINE / CALENDAR FALL 2014
Please note: The course calendar is tentative and subject to change.
 Assignments are to be completed prior to coming to class.

Please note: The calendar and assignments are tentative and subject to change.
 Assignments are to be completed prior to coming to class.

Week	Topics	Reading Homework and Assignments Due in Class
Week 1	Introduction to the course and creating the learning environment Your Literacy Background Cueing System of Language Syllabus Some basic terminology	Reading Homework: Handbook pages 1 – 9 and class notes; Text Chapter 1
Week 2	Developmental Word Knowledge Emergent Readers – Phonemic Awareness All about consonant letters and phonemes Sorting consonant blends and consonant digraphs	Reading Homework: Text Chapter 3 Handbook pages 21 – 22 and class notes
Week 3	Organizing for Word Study: Principles and Practices	Reading Homework: Text chapter 4; Handbook pages 13 – 22 and class notes
Week 4	<p>Student activities from Chapter 4 demonstrated in class. Handbook page <u>10</u> 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.</p> <p>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.</p>	Assignment Due: Student Activities from Chapter 4

	Finish Chapter 4 Discussion Review for First Exam	
Week 5	First Exam—Student demonstration of knowledge. Chapters 1, 3, & 4. This is a closed book exam. (Some questions will be recall, others application and analysis).	First Exam in class. Reading Homework: Text Chapter 5 Handbook pp. 24-38; class notes
Week 6	Word Study for Beginners in the Letter-Name-Alphabetic Stage Long vowel patterns, Long and short vowel patterns, Long and short oo, diphthongs, schwa sound, within word pattern stage Student demonstration of activities from chapter 5. Handbook will be used for peer evaluation At the end of chapter 5 (pages 153 – 168) are activities for teaching skills needed at the Letter Name stages. Construct one of these from the chapter. 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.	Reading Homework: Text Chapter 5 & 6 Handbook pp. 39-51;class notes Handbook pp. 52-59
Week 7	Spelling features of Letter name and within word pattern, all vowel sorting Student demonstration of activities from chapter 6. Handbook will be used for peer evaluation. At the end of chapter 6 (pages 188 – 201) are activities for teaching skills needed at the Within Word Pattern developmental stages. Construct one of these from the chapter. 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. Finish Discussion on Chapter 5 & 6 Review for exam	Reading Homework: Text Chapter 6 Handbook pp. 52-59 and class notes
Week 8	Second objective exam. Student demonstration of knowledge. Chapters 5, 6 & class notes & handbook pages as noted. (Study and know to a recall and application level all material in this portion of the course to prepare for an exam. You will not need a scantron.)	Reading Homework: Text Chapter 7; Handbook pp. 61-75 and class notes

NOTE: The instructor reserves the right to modify any portion of this syllabus, including course assignments, grading system, course calendar and due dates as circumstances may warrant.

First third of the Course

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

Week #1 –

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

- Sorting for patterns in words.

- Basic definitions (alphabetic principle)
- Handbook pages 1 - 9; 21-22 Text chapters 1, 3, 4; Week notes

Week #2 –

- Emergent Readers – Phonemic Awareness
- Handbook pages 21 - 22; Text chapter 4; Week notes
- All about consonant letters and phonemes
- Sorting consonant blends and consonant digraphs
-

Week #3 –

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

Week #4 –

Student activities from Chapter 4 demonstrated in Week.

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 Week. 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.

- 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 Week notes

Second third of the Course

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

Week #5 –

- 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 Week notes

- **First exam** (Student demonstration of knowledge.) (Exam will be a 50 question multiple choice exam on a recall, application and analysis level.)

Week #6 –

- Long vowel patterns
- Long and short vowel patterns
- long and short oo,

Week #7 –

- Diphthongs
- Schwa sound
- Within Word Pattern Stage

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

Week #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 Week notes

Week #9 –

Student demonstration of activities from chapters 5 & 6. Handbook page 11.

This 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 Week. 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.)

The Derivational Relations Stage - Chapter 8

- Explain the Spelling Inventory assignment
- Handbook pages: 76 – 84; Text chapters 8; and Week notes

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

Week #10 –

Second objective exam. (Student demonstration of knowledge). Chapters 5, 6 & Week notes & handbook pages as noted. (Exam will be a 50 question multiple choice exam on a recall and application level.)

Week #11 –

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

Text chapters 2 & 3; Week notes and handouts

Week # 12 --

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.

Week #13 –

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 Week to use for applied practice. Comparisons will be made with the assessment of the other students and with the text information.

- Assignment: Prior to Week administer the Elementary Spelling Inventory I (page 319) and bring to Week. 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.

Week #14 –

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.

Second Half: Review Last Week meeting day before the final exam: Discuss Handbook pages 85 - 86. Students are to bring their own written answers to the self test that they have written on a separate page and completed **prior** to Week time.

Week #15 –

Dyslexia, Disnomia, Aphasia and other Language Development Learning Disabilities

Review Last Week meeting day before the final exam: Discuss Handbook pages 85 - 86. Students are to bring their own written answers to the self test that they have written on a separate page and completed **prior** to Week time.

Week #16 –

Chapters 7 & 8 and selected pages from chapters 2 & 3, handbook pages and Week notes. (Exam will be a 50 question multiple choice exam on a recall and application level.)