



RDG 360 Section 71E: Word Analysis Skills Fall 2017

Instructor: Tammy Schwartz, M.Ed., Senior Lecturer

Email: Tammy.Schwartz@tamuc.edu

Office Location: Texas A&M Commerce- Navarro Campus Room #230

Office Hours: Monday and Wednesday 3-5 or by appointment

Office Main Number: 903-875-7617

Fax Number: 903-872-2019

COURSE INFORMATION

Wednesdays from 5:00 pm-7:20pm

Textbook(s) Required: ***Preferred to own instead of renting*

Words their Way 6th edition By Donald R. Bear, Marcia A. Invernizzi, Shane Templeton, Francine A. Johnston

ISBN-10: 0-13-399633-6

ISBN-13: 978-0-13-399633-3

Technology Required: Prior to the first day of class

****Join Edmodo.com**– Join as a teacher and use your first and last name for your username, (if you already have an Edmodo account) or Join link will be sent via email.

****Gmail address** that will work with Googledrive (not your leomail)

****Remind 101 App** on your phone (Join and class code is @rdg360); quick way to send messages about weather cancellations, etc.

****LiveBinder:** Web-based binder

Course Description: RDG 360. Word Analysis Skills. 3 Hours.

This course examines the English phonological system used in reading and writing. The focus of this course is an examination of the competencies and TEKS related to word analysis skills of all learners. Specific attention is given to phonics and phonemic awareness and, the strategies that are useful to readers and writers in the development and assessment of word knowledge and word analysis. Prerequisites: RDG 350; ELED 300 co or prerequisite; minimum overall GPA of 2.75, must have passed TSI and THEA 250 Reading score or ACT 23 Composite and 23 English or SAT 1070 Combined and 550 Critical Reading or Verbal.

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.
- **Competency 007 (Reading Comprehension And Applications).**
The beginning teacher: knows how to provide instruction to help students increase their reading vocabulary, 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).

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

The following technology is required for success in this course.

- Internet access/connection – high speed recommended (not dial-up) for Edmodo and Email
- Word Processor (i.e. MS Word or Word Perfect) save all files in Rich Text Format .rtf
- Google Drive: using Google Docs and Google Slides
 - *IMPORTANT to use GOOGLE CHROME as a Web Browser*

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

E-mail or REMIND 101 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 homework 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:

1. 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, Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

2. 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*). If you display disruptive behavior, you may be asked to leave class and/or drop the class.

3. Financial Aid Support

You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also forgivable loans. You may want to check in to this by contacting the Bursar's Office for more details. A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

4. 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.tamuc.edu/>

Open Carry Law:

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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, videos, 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. 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. You will receive a Participation/Attendance Grade because class discussions, presentations, homework assignments are critical to understanding the material. (100 points)
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. The lessons will be demonstrated and evaluated during class. The activities will not be accepted at any time other than the scheduled due date. Take the information and directions from the text and produce it into a useable form. These will be worth 100 points each. The second activity will be explained but does not require making anything. It gives an opportunity to learn about all of the activities in the text by sharing information. (5 @ 100 points each= 500 points)
4. Administer Elementary Spelling Inventory I (page 319) to a child any age from 5 years to 11 years old; bring to class and create a presentation to reflect learning of the Spelling Inventory process. (300 points)
5. Take the exams as scheduled and when scheduled. (3 @100 points each= 300 points)
6. Binder check- You will keep a Livebinder all semester and are responsible for printing and collecting material in the course. A Rubric will be given and each section will hold your chapter assignments, Power Points, notes, handouts, etc. The binder serves as a study aid for the certification exam and graded throughout the course. (3 @100 points each= 300 points).

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

<u>Possible Points</u>	<u>Points Possible</u>	<u>Student's Points</u>
Chapter 4,5,6,7,8 Activities	500	_____
Exam I	100	_____
Exam II	100	_____
Exam III	100	_____
Spelling Inventory	300	_____
Binder Check #1, #2, #3	300	_____
Participation/Attendance	100	_____
Total	1500	_____

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=60-69.5%. F=60% and below.

COURSE OUTLINE / CALENDAR

This is an overview...always follow due dates on Agenda

Class Date	Activity	Assignments Due Dates
8/30 Week 1	<ul style="list-style-type: none"> • Welcome- Introductions • Left Brain/Right Brain Activity • Syllabus & course requirements • Technology Requirements • Chapter 1 T-Chart/PP Chapter 1 • Chapter 1 Quizlet 	Due 9/6 *Chapter 1: Re-read and add to T-Chart *Chapter 1 Information sheet *Chapter 3: Read and add to 321 Strategy and Vocabulary on back *LiveBinders: 1.Create binder, 2. Title- RDG 360 First and Last Name, 3. Collaborate with tammy.schwartz@tamuc.edu *Reading Interest Survey
9/6 Week 2	<ul style="list-style-type: none"> • Welcome: Reading Interest Survey Icebreaker • LiveBinders: Tabs set up for 1st Third Course; Binder Rubric #1 • Review Chapter 1 • Cueing system for language, • Chapter 3 HW, Word Sorts • Technology Word Sort HW 	Due 9/13 *Add Technology Word Sort to Google Docs *LiveBinder tabs and upload documents on Binder Rubric #1 from Week 1 & Week 2 Agendas
9/13 Week 3	<ul style="list-style-type: none"> • Attendance Response- Edmodo • Review Technology Word Sorts/fill out information sheet (HC & LB) • Chapter 3 PP & Jeopardy • History of English Language • Technology Word Sorts/fill out • Look at Chapter 4 activities-assignment, template, & grading rubric 	Due 9/20 *Read Chapter 4 and Complete the Read, Relate, Respond Strategy Chart *Read Article- Whole Language vs Phonics & Complete Double Entry Journal *Chapter 4 activities sign-up on Google Docs *LiveBinder tabs and upload documents on Binder Rubric #1 from Week 3 Agenda

<p>9/20</p> <p>Week 4</p>	<ul style="list-style-type: none"> • Line-Up with Article/Double Entry Journal • Chapter 4 Comic Strip • Chapter 4 PP, review/notes • Review Emergent Stage- Watch videos/notes • Literacy Diet Jigsaw- Expert Groups • Exam 1 Cheat Sheet 	<p>Due 9/27</p> <p>*Literacy Diet Google Docs</p> <p>**Exam 1 Cheat Sheet</p> <p>*LiveBinder tabs and upload documents on Binder Rubric #1 from Week 4 Agenda</p>
<p>9/27</p> <p>Week 5</p>	<ul style="list-style-type: none"> • Literacy Diet Presentations • Chapter 4 activities • Review Exam 1 • Binder Check #1 Due 2/18 	<p>Due TBD</p> <p>Exam 1</p> <p>*LiveBinder tabs and upload documents on Binder Rubric #1 from Week 5 Agenda</p> <p>Binder Check #1</p> <p>Due 10/4</p> <p>*Read Chapter 5 & complete Venn Diagram between Chapter 4 & 5</p> <p>*Chapter 5 Alphaboxes</p>
<p>10/4</p> <p>Week 6</p>	<ul style="list-style-type: none"> • Discuss Venn Diagram of Ch. 4/5 & Vocabulary • Chapter 5 Frayer Model • Chapter 5 Letter Name Alphabetic Stage-PP • Present Chapter 4 Activities 	<p>*Sign-Up for Chapter 5 activity presentations on Google Docs</p> <p>Due 10/11</p> <p>* Read Chapter 5 Cornell Notes</p> <p>*Lesson Plan-Choose 1 activity from Chapter 5 to demonstrate to small group and the choose 1 ESL lesson to</p>
<p>10/11</p> <p>Week 7</p>	<ul style="list-style-type: none"> • Chapter 5 Letter Name Alphabetic Stage-Video, & PP • Quick Write Go through exercises in section titled How Vowels Are Articulated in the • Mouth p. 158 • Chapter 5 activity Lesson Plan 	<p>Due 10/18</p> <p>* Read Chapter 6: Word Study for Transitional Learners in the Within Word Pattern Stage- complete homework notes on Chapter</p> <p>*Jigsaw Groups complete Expert Notes on your section</p> <p>*Sign-Up for Chapter 6 activity presentations on Google Docs</p>
<p>10/18</p> <p>Week 8</p>	<ul style="list-style-type: none"> • Jigsaw Groups- Create Jigsaw Google Slides for Chapter 6 using your Expert notes • Begin Exam 2 (Take Home Test due 3/25) 	<p>Due 10/25</p> <p>*Jigsaw Google Slides</p> <p>Chapter 6: Word Study for Transitional Learners in the Within Word Pattern Stage & YouTube video; Peer Evaluation</p> <p>Due 10/25</p> <p>* Lesson Plan-Choose 1 activity from Chapter 6 to demonstrate to small</p>

<p>10/25</p> <p>Week 9</p>	<ul style="list-style-type: none"> • Present Chapter 6 Google Slides- take home group notes • Turn in Peer Evaluation • Present Chapter 6 Activities • Begin Literacy Stations • Exam 2 questions 	<p>Due TBD Exam 2 upload to Edmodo</p> <p>Due 11/1 *Chapter 7 read entire chapter and complete your own graphic organizer *Binder Rubric #2 update</p>
<p>11/1</p> <p>Week 10</p>	<ul style="list-style-type: none"> • Literacy Stations • Chapter 7 Graphic Organizer • Chapter 7: Word Study for Intermediate Readers and Writers: The Syllables & Affixes Stage Video & Group Work 	<p>Due TBD Sign-up for Chapter 7 Activities Review Chapter 2 Spelling Inventory Part 1 *Binder Rubric #2 Complete</p> <p>Due 11/8 Present Chapter 7 Activities Spelling</p>
<p>11/8</p> <p>Week 11</p>	<ul style="list-style-type: none"> • Chapter 7 Activity Presentations • Chapter 8: Word Study for Advanced Readers and Writers: The Derivational Relations Stage • Spelling Inventory Explanation • Spelling Inventory: Part 1-Giving the test • Sign-Up for Chapter 8 presentations 	<p>Due 11/15 **Chapter 8 activity to present and ESL to discuss; **Read through Appendix A- Assessment Materials and understand the Spelling Inventory process ***Read Chapter 2 using a graphic organizer of your choice and bring to class (remember vocabulary, key points, and application are important) **Sign-up for age of student you will be using for Spelling Inventory</p> <p>**Complete a spelling test to a child 1st-7th grade only, score and give a Power Score- bring test to class</p>
<p>11/15</p> <p>Week 12</p>	<ul style="list-style-type: none"> • Chapter 8 presentations • Chapter 2 present your graphic organizers • PowerPoint Chapter 2 and Appendix A • Spelling Inventory: Part 1 • Student volunteers 1st- 7th for spelling inventory • Explain Final • Review Spelling Inventory Presentations and Group • Spelling Inventory Scoring and Presentation Rubric 	<p>12/6</p> <p>**Spelling Inventory: Bring Spelling Test and Feature Guide to Class</p> <p>**Spelling Inventory Presentations must be shared</p>
<p>11/22</p>	<p>NO CLASS Thanksgiving Break</p>	<p>*Work on Spelling Inventory Project</p>

<p>12/6</p> <p>Week 13</p>	<ul style="list-style-type: none"> • Spelling Inventory: Work on Presentations in Class • Explain Peer & Self Evaluations 	<p>Due 12/3 **Final Part 1 on Edmodo</p> <p>**Binder Check 3 Update LiveBinder</p> <p>Due 12/13</p> <p>**Spelling Inventory Presentations</p> <p>Due 12/14 ** Final Part 2 on Edmodo</p>
<p>12/13</p> <p>Week 14</p>	<p>**Spelling Inventory Presentations</p>	<p>I hope you feel prepared and have learned to apply your knowledge. Have a great break!!</p> <p style="text-align: center;">☺ Mrs. Schwartz</p>