



## **RDG 360 Word Analysis Skills**

COURSE SYLLABUS: Fall 2019

### **INSTRUCTOR INFORMATION**

**Instructor:** Mary Shelton, Ed.D., Adjunct Professor

**Office Location:** NA

**Office Hours:** by appointment

**Office Phone:**

**Office Fax:**

**University Email Address:** [Mary.Shelton@tamuc.edu](mailto:Mary.Shelton@tamuc.edu)

**Preferred Form of Communication:** email

**Communication Response Time:** *Emails will be answered within 24 hours; all emails sent after 5:00pm on Fridays will be answered on Monday.*

### **COURSE INFORMATION**

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

***Textbooks Required:***

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2015). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. 6<sup>th</sup> edition, Englewood Cliffs, NJ: Merrill. ISBN-13: 978-0-13-703510-6

**RDG 360 Handbook prepared by Dr. Raine available in Doc Share on e-College**

***Optional:***

Helman, L., Bear, D.R., Templeton, S., Johnston, F., & Invernizzi, M. (2011). *Words Their Way with English Learners: Word Study for Phonics, Vocabulary, and Spelling Instruction*. 2<sup>nd</sup> edition. Pearson.

Serravallo, J. (2015). *The Reading Strategies Book*. Portsmouth, NH: Heinemann.

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.

***On-Line Resources:***

*The syllabus/schedule are subject to change.*

TEKS for Language Arts and Reading available on-line at  
<http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

English Language Arts and Reading Information from the Texas Education Agency available on-line at [http://www.tea.state.tx.us/index4.aspx?id=4434&menu\\_id=720](http://www.tea.state.tx.us/index4.aspx?id=4434&menu_id=720)

English Language Proficiency Standards available on-line at  
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

Dyslexia Handbook  
[http://www.decodingdyslexiatx.org/wp-content/uploads/2014/05/TEA\\_DyslexiaHandbook\\_2014-DRAFT-5-12-14.pdf](http://www.decodingdyslexiatx.org/wp-content/uploads/2014/05/TEA_DyslexiaHandbook_2014-DRAFT-5-12-14.pdf)

## **Course Description**

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 2.75 and score 250 or higher on RDG THEA.

## **Student Learning Outcomes**

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.

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## ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6 STANDARDS

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

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

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

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

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

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

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

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

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

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

**Competency 005: (Word analysis and identification skills).** The teacher understands the importance of word identification skills (including decoding, blending, structural

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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.

### **Pedagogy and Professional Responsibilities Standards:**

*Standard I. Domain I.*

***The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.***

1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);

1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;

1.10k how lesson content and skills connect with other disciplines and within the discipline;

1.11k current research on best pedagogical practices.

1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;

1.13k the importance of developing instructional goals and objectives that can be assessed

1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and

1.15k the importance of aligning instructional goals with campus and district goals.

1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;

1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;

1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.

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1.25k the role of assessment in guiding instructional planning;  
1.26k the importance of creating assessments that are congruent with instructional goals and objectives;  
1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and  
1.31k how to analyze data from local, state, and other assessments using common statistical measures.  
1.4s plan instruction that motivates students to want to learn and achieve; and  
1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.  
1.7s exhibit appropriate knowledge of a subject to promote student learning;  
1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;  
1.9s plan instruction that reflects an understanding of important prerequisites relationships;  
1.11s use a variety of pedagogical techniques to convey information and teach skills.  
1.16s use various types of materials and other resources to aid in preparing and implementing instruction;  
1.17s use technological tools to promote learning and expand instructional options; and  
1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities  
1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;  
1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;  
1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and  
1.23s provide students with opportunities to explore content from many perspectives.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Knowledge and familiarity with Microsoft Word and D2L Brightspace.

### **Instructional Methods**

This course is designated as a blended course by the Curriculum and Instruction Department. The face-to-face component of the course includes: 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. The online component consists of guided modules that are designed to build background knowledge in order to facilitate comprehension of the text content. Students' 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 required text.

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## Student Responsibilities or Tips for Success in the Course

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

1. You are expected to attend all class meetings and pay attention to the instructor or presenter, participate as appropriate in class discussions and be involved in group activities. Attendance is expected and does not earn extra points. **YOU WILL NOT BE ABLE TO PASS RDG 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 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.

2. **Read the required text** and any other assigned material and complete assigned modules in D2L Brightspace. **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. **Sharing Activities:** 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 20 points each.

*The syllabus/schedule are subject to change.*

4. **Administer Elementary Spelling Inventory** (page 319) to a child any age from 5 years to 11 years old and bring to class. I would prefer if it were not your own child. You will need to turn in a photo copy of pages 320 and 312 along with the page on which the student has written the spelling words. You will also write and turn in a short paper telling me:

- A little background about the student
- Where and when the inventory was administered
- The student's age or grade level
- What orthographic stage the student is currently in
- What the student knows, or uses, or is secure about
- What the student abuses or confuses
- What the student needs help with
- How you as a teacher will help the student progress to the next stage

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 of orthographic stages.**

5. **Take the scheduled exams when specified. Take the exams as scheduled and when scheduled.**

## GRADING

Activity Demonstrations	150 (5 activities x 30 pts each)
Spelling Inventory	100
Completed Modules	350
End of course Reflection	50
Peer Evaluations	50
<u>3 Exams</u>	<u>300</u>
Total	1000

### COURSE EVALUATION:

1000-900 points = A  
899-800 points = B  
799-700 points = C  
699-600 points = D  
<599 points = F

## Assessments

There are three (3) exams for this course. The first two exams have two parts: the first part will be administered in class and will cover skills and concepts learned in the

*The syllabus/schedule are subject to change.*

course, while the second part will be a take-home assessment that includes application of the content with pedagogy. The final exam will be administered in class and covers content and pedagogy from the entire semester. The format will be similar to the Core Subjects EC-6 English Language Arts/Reading certification exam so that students can see how the content from the course is represented on the certification exam.

## **TECHNOLOGY REQUIREMENTS**

### **Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### **Desktop Support**

<b>Browser</b>	<b>Supported Browser Version(s)</b>	<b>Maintenance Browser Version(s)</b>
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11

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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:

*The syllabus/schedule are subject to change.*

- Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
  - Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
  - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary

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use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

### Brightspace Support

Need Help?

### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "[click here](#)" to submit an issue via email.



### System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

### Interaction with Instructor Statement

***Emails will be answered within 24 hours; all emails sent after 5:00pm on Fridays will be answered on Monday.***

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

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 RDG 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 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**

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**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.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)  
<http://www.albion.com/netiquette/corerules.html>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## **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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-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.

### **Campus Concealed Carry Statement**

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

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Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

*The syllabus/schedule are subject to change.*

## COURSE OUTLINE / CALENDAR

Class Dates and Topics	Readings/Assignments
Week 1: 8/28 <ul style="list-style-type: none"> <li>• Syllabus Scavenger Hunt</li> <li>• Living textbook set-up</li> <li>• Course Intro</li> <li>• Intro to Chapter 1               <ul style="list-style-type: none"> <li>○ Phonological awareness</li> <li>○ Phonemic awareness</li> <li>○ Phonics</li> <li>○ Phonological awareness continuum</li> </ul> </li> </ul>	Complete Module 1 in D2L
Week 2 9/4 <ul style="list-style-type: none"> <li>• Intro to Emergent stage</li> <li>• Assign student activities from chapter 4</li> <li>• Consonant letters &amp; phonemes</li> <li>• Word sort activity in groups</li> </ul>	Begin Module 2
Week 3 9/11 <ul style="list-style-type: none"> <li>• How to teach students in the Emergent stage</li> <li>• Student activities/demonstrations of literacy centers</li> </ul>	Complete Module 2 by Class  Bring activities from Ch. 4
Week 4 9/18 <ul style="list-style-type: none"> <li>• Letter Name stage</li> <li>• Consonant blends and consonant diagraphs</li> <li>• short vowel pattern</li> <li>• Letter Name continued</li> </ul>	Begin Module 3  Complete Module 3 before class on 9/25
Week 5 9/25 <ul style="list-style-type: none"> <li>• How to teach students in the Letter Name Stage</li> <li>• Student activities/demonstrations of literacy centers</li> </ul>	Bring activities from Ch. 5

*The syllabus/schedule are subject to change.*

<p>Week 6 10/2</p> <ul style="list-style-type: none"> <li>• How to conduct the Spelling Inventory</li> </ul> <p>Within Word Pattern Stage</p> <ul style="list-style-type: none"> <li>• Long vowel patterns</li> <li>• Long and short vowel patterns</li> <li>• long and short oo</li> <li>• Diphthongs</li> <li>• Schwa sound</li> </ul>	<p>See Module 4 for resources</p> <p>Begin Module 5</p>
<p>Week 7 10/9</p> <ul style="list-style-type: none"> <li>• How to teach students in Within Word Pattern Stage</li> <li>• Continue Within Word Pattern Stage</li> </ul>	<p>Complete Module 5</p>
<p>Week 8 10/16</p> <ul style="list-style-type: none"> <li>• Online class</li> <li>• Exam #1 online</li> </ul>	<p>Complete student activities/demonstrations of literacy centers and bring to class on</p>
<p>Week 9 10/23</p> <p>Demonstration of literacy centers</p> <p>Syllable Juncture and Affixes Stage</p> <ul style="list-style-type: none"> <li>• Spelling rules for adding affixes</li> <li>• The six syllable types</li> <li>• Syllabication Generalizations</li> <li>• Organization for word study</li> <li>• Word games/strategies</li> </ul>	<p>Begin Module 6</p>
<p>Week 10 10/30</p> <ul style="list-style-type: none"> <li>• How to teach students in the Syllable and Affixes stage</li> <li>• Student activities/demonstrations of literacy centers</li> </ul>	<p>Complete Module 6 by class</p>
<p>Week 11 11/6</p> <ul style="list-style-type: none"> <li>• Exam #2</li> <li>• Derivational Relations stage</li> </ul>	

*The syllabus/schedule are subject to change.*



<ul style="list-style-type: none"> <li>○ Final Stable Syllables [Final Patterned Syllables]</li> <li>○ Greek and Latin Roots and Stems</li> <li>○ Etymology</li> <li>○ Bound and Unbound morphemes; derivational and inflectional endings</li> </ul>	<p style="text-align: center;">Begin Module 7 in D2L</p>
<p>Week 12 11/13</p> <ul style="list-style-type: none"> <li>● How to teach students in Derivational Relations stage</li> <li>● Student activities/demonstrations of literacy centers</li> </ul>	<p style="text-align: center;">Complete Module 7 by class</p>
<p>Week 13 11/20</p> <ul style="list-style-type: none"> <li>● Case Studies/ Literacy Block Planning</li> <li>● Case Studies/ Literacy Block Planning</li> </ul>	
<p>Week 14 11/27</p> <ul style="list-style-type: none"> <li>● Dyslexia and Dysgraphia simulation</li> </ul>	<p style="text-align: center;">**Class will be held online 11/27 Complete Module 8</p>
<p>Week 15 12/4</p> <ul style="list-style-type: none"> <li>● Master class concept sort</li> <li>● Final Exam in class</li> </ul>	<p style="text-align: center;">Spelling Inventory Due 12/6</p>
<p>Week 16 12/11</p> <p>Meet during final exam scheduled time to review final exam as a class</p>	

*The syllabus/schedule are subject to change.*