



RDG 360, WORD ANALYSIS SKILLS

COURSE SYLLABUS: Spring 2022

INSTRUCTOR INFORMATION

Instructor: Dr. Mary Shelton

Virtual Office Hours

University Email Address: Mary.shelton@tamuc.edu

Preferred Form of Communication: Email is the fastest way to reach me

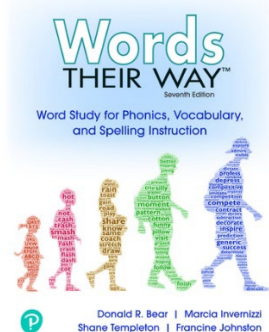
Communication Response Time: *Emails will be answered within 24 hours (Emails on weekends will be responded to as soon as received, but no later than Monday morning)*

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2019). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. 7th edition, Englewood Cliffs, NJ: Merrill. ISBN-13: 978-0135174623



Optional Texts and/or Materials:

The syllabus/schedule are subject to change.

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*. 2nd 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:

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

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

Dyslexia Handbook
<https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook-Approved-Accommodated-12-11-2018.pdf>

All teacher candidates should be familiar with the Texas Teacher Standards in Chapter 149 which can be found at <https://tea.texas.gov/sites/default/files/ch149aa.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 basic linguistic terminology and concepts used in reading and writing instruction. *(STR Standards)*
2. Demonstrate knowledge and use of EC-6 English Language Arts TEKS and Texas Prekindergarten Guidelines for vertical alignment and lesson planning. *(TEKS, PK Guidelines, STR Standards)*
3. Demonstrate understanding that decoding and encoding skills are reciprocal and develop synchronously as part of a recursive model of literacy instruction that involves the interconnected skills of listening, speaking, reading, writing, and thinking. *(PK Guidelines, STR Standards)*

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4. Prepare effective, research-based teaching activities that support the study of word identification skills within the framework of developmental reading and spelling stages. *(TEKS, PK Guidelines, STR Standards)*
5. Identify characteristics of students at various stages of spelling and reading development and explain effective, research-based teaching strategies and activities for fostering a child's progress through these stages. *(PK Guidelines, STR Standards)*
6. Demonstrate an understanding of how student and class assessment data can be analyzed and used to make differentiated instructional decisions. *(PK Guidelines, STR Standards)*
7. Demonstrate an understanding of how language assets emergent bilingual and multilingual students bring to the classroom facilitate word knowledge development in English. *(STR Standards)*
8. Demonstrate familiarity with evidence-based instructional strategies and best practices that general education teachers in can use to help support the literacy development of students with dyslexia. *(STR Standards)*

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

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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 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).

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

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- 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.
- 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 will be offered face to face during the Spring 2022 semester by the Curriculum and Instruction Department. The course includes: modeling instruction, videos, word sorting activities for guided practice and implementation of course content, and, as appropriate, lecture type instruction. The online component also consists of guided

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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.

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. Read the required text and any other assigned material and complete assigned modules in D2L Brightspace. You are expected to complete all modules and assignments in this course. (STR Standard 19 TAC §235.101(c) Reading Pedagogy (b)2, 3, 4, 5, 6; Tech Standards 2.2s-2.10s, 5.3k, 5.3s) **You will turn in Reflections for 7 of the 8 modules (related to the Chapter Readings).**

It is your responsibility to make contact with your instructor if at any time you need support or assistance with accessing course content.

2. Activity Demonstrations/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 according to instructor's directions. 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 50 points each. More details will be discussed in class and can be found in D2L. (STR Standard 19 TAC §235.101(c) Reading Pedagogy; Tech Standards 2.1k, 2.2k, 2.5s, 2.8s)

3. Vocabulary Critical Assignment (More Info TBA)

This 3-part assignment will build over the course of the entire semester.

Part 1: Completion of vocabulary information chart (more information is provided in D2L)

Part 2: Content Area Vocabulary Lesson Component

The purpose of this part is to explore strategies for implementing vocabulary instruction within the context of a larger content area lesson. You will need to consider:

- How teachers select appropriate vocabulary for the lesson (key terms, etc.) based on students' content and language needs

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- How to directly teach vocabulary with modeling
 - How to embed vocabulary use within the guided practice part of the lesson
- You will create a key vocabulary component of a lesson plan that focuses on comprehending or composing text. If the lesson is for a content area other than literacy (social studies or science) specific literacy skills (vocabulary/word study) and strategies will be addressed. The lesson component will highlight the vocabulary skills related to the strategies that together make up the central focus of the lesson. (More details and support will be provided by the instructor.)

Part 3: Reflection

After completing Parts 1 & 2, you will reflect on the process by answering specific questions provided by the instructor. (STR Standard 19 TAC §235.101(c) Reading Pedagogy; edTPA alignment; Tech Standards 4.9s)

4. Spelling Inventory – Looking at class data & planning for small group instruction (May be modified for online semesters, depending on student needs)

This 2-part assignment includes a in-class session led by the instructor. For Part 1, the instructor will guide you through the process of using student work samples to record individual student data and analyze whole class data from a spelling inventory.

For Part 2, you will design a short (20-minute) lesson for small group targeted instruction based on the students’ needs in that group. (More detailed information and instructions will be provided in D2L.)

(STR Standard 19 TAC §235.101(c) Reading Pedagogy (b)2, 3, 4, 5, 6; STR Standard 19 TAC §235.101(c) Reading Pedagogy; Tech Standards 4.3s, 4.9s)

5. Writing Stage Analysis and Instructional Decision Making Assignments

Analyze writing samples provided by the instructor and complete individual intervention plans for each student sample. (details found in D2L)

(STR Standard 19 TAC §235.101(c) Reading Pedagogy; Tech Standards 4.3s, 4.9s)

6. Take the scheduled exams when specified. Take the exams as scheduled and when scheduled.

GRADING

Activity Demonstrations	250 (5 activities x 50 pts each)
Vocabulary Assignment & Spelling Assignment	200 (2@100 points each)
Modules/Reflections	240 (6 reflections x 40 pts each)
End of course Reflection/Final	100
<u>3 Exams (#1, Mid-Term, #2)</u>	<u>250</u>
Total	1040

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COURSE EVALUATION:

1040-936 points = A

935-832 points = B

831-728 points = C

727-624 points = D

<623 points = F

Assessments

There are three (3) exams for this course. The final exam covers content and pedagogy from the entire semester. The format will be reflection questions similar to the content on 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**LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-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.

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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

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

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Device	Operating System	Browser	Supported Browser Version(s)
			release of that major version) and the previous major version of iOS (the latest minor or point 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:
 - 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.

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- 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.

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 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

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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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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

Due to the demanding content in this course, it is imperative that students participate in all learning activities provided within D2L. Additionally, participation in synchronous class sessions is highly recommended. Regular communication with the instructor and classmates is expected as it will facilitate learning and provide clarification on concepts and assignments, which help to avoid misunderstandings.

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>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

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>

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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 Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Students with Disabilities-- 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

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: 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.

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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.

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 Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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COURSE OUTLINE / CALENDAR

Class Dates and Topics	Readings/Assignments
<p>Week 1</p> <ul style="list-style-type: none"> • Course Welcome Stations • Syllabus Scavenger Hunt • Course Intro • Intro to Chapter 1 <ul style="list-style-type: none"> ○ Phonological awareness ○ Phonemic awareness ○ Phonics ○ Phonological awareness continuum 	<p>Intro Module in D2L Complete Intro Stations & Complete Module 1 in D2L</p>
<p>Week 2</p> <ul style="list-style-type: none"> • Intro to Emergent stage • Assign student activities from chapter 4 • Consonant letters & phonemes • Word sort activity 	<p>Begin Module 2 Reflection #1</p>
<p>Week 3</p> <ul style="list-style-type: none"> • How to teach students in the Emergent stage • TEKS – Add to vocabulary chart • Student activities/demonstrations of literacy centers 	<p>Complete Module 2 by Thursday Reflection #2</p> <p>Demonstration activities from Ch. 4 due</p>
<p>Week 4</p> <ul style="list-style-type: none"> • Letter Name stage • Consonant blends and consonant diagraphs • short vowel pattern • Letter Name continued 	<p>Begin Module 3 Reflection #3</p> <p>Complete Module 3</p>
<p>Week 5</p> <ul style="list-style-type: none"> • How to teach students in the Letter Name Stage • TEKS – continue with chart • Student activities/demonstrations of literacy centers 	<p>Demonstration activities from Ch. 5 due Reflection #4</p>

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<p>Week 6 Within Word Pattern Stage</p> <ul style="list-style-type: none"> • Long vowel patterns • Long and short vowel patterns • long and short oo • Diphthongs • Schwa sound • How to teach students in Within Word Pattern Stage 	<p>Begin Module 5</p>
<p>Week 7</p> <ul style="list-style-type: none"> • Continue Within Word Pattern Stage • TEKS – Continue with chart • Student activities/demonstrations of literacy centers 	<p>Complete Module 5 Reflection #5</p> <p>Demonstration activities from Ch. 6 due</p>
<p>Week 8 Exam #1 due by Sat at 11:59pm</p> <ul style="list-style-type: none"> • Using student data to make instructional decisions (writing samples and spelling inventories) 	
<p>Week 9 Syllable Juncture and Affixes Stage</p> <ul style="list-style-type: none"> • Spelling rules for adding affixes • The six syllable types • Syllabication Generalizations • Organization for word study • Word games/strategies 	<p>Begin Module 6 Reflection #6</p>
<p>Week 10</p> <ul style="list-style-type: none"> • How to teach students in the Syllable and Affixes stage • TEKS continue with chart • Student activities/demonstrations of literacy centers 	<p>Complete Module 6 by Thursday</p> <p>Demonstration activities from Ch. 7 due</p>
<p>Week 11</p> <p>Exam #2 due by Sat at 11:59pm</p> <ul style="list-style-type: none"> • Derivational Relations stage 	

The syllabus/schedule are subject to change.

<ul style="list-style-type: none"> ○ Final Stable Syllables [Final Patterned Syllables] ○ Greek and Latin Roots and Stems ○ Etymology ○ Bound and Unbound morphemes; derivational and inflectional endings 	<p>Begin Module 7 in D2L</p> <p>Reflection #7</p>
<p>Week 12</p> <ul style="list-style-type: none"> ● How to teach students in Derivational Relations stage ● TEKS – continue with chart ● Student activities/demonstrations of literacy centers 	<p>Share Chapter 8 activities</p>
<p>Week 13</p> <ul style="list-style-type: none"> ● Vocabulary Lesson Planning ● Spelling Lesson Planning 	<p>(WORK ON SPELLING AND VOCAB ASSIGNMENTS)</p>
<p>Week 14</p> <ul style="list-style-type: none"> ● Dyslexia and Dysgraphia simulation ● Debrief/discuss reflection questions 	<p>-Spelling Lesson Assignment Due on</p> <p>-Vocabulary Lesson Assignment due on</p>
<p>Week 15</p> <ul style="list-style-type: none"> ● Course Review & Close Out ● Final Exam Details TBA 	<p>Last Day of Classes</p>
<p>Week 16 (Final Exam Due) Final Exam Details TBA at a later date</p>	

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