Sul Ross State University – RGC
EDUC 4313
Spring, 2015

Professor: Gina L. Stocks
Office: A118
Phone: (830) 279-3031
Email: gstocks@sulross.edu

Text:
Reutzel, R., & Cooter, R. (2013). *The essentials of teaching children to read: The teacher makes the difference.* 3rd Ed. Upper Saddle River: NJ.

Course Description: Phonics, Vocabulary, and Comprehension
This course is an intense focus on the development and teaching of phonics, vocabulary, structural analysis, and context clues to enhance comprehension in fiction and non-fiction texts for all readers. Course objectives will support knowledge of reading and language arts curriculum, address effective lesson design though use of graphic aids, methods and materials, and review how assessment is connected to these critical reading components.

Course Objectives:
Upon completion of the course, students will:
-identify and demonstrate the use of phonic elements in the teaching of reading
-explain fluency and demonstrate techniques for nurturing fluency in readers
-design reading vocabulary instruction for a range of readers
-apply research findings regarding effective comprehension instruction for instructional design
- design classroom assessment strategies to quickly and efficiently determine students' comprehension development needs

Learning Outcomes:
The graduating students will:
Identify the range of individual developmental differences that characterizes students in early childhood through grade 12
Identify assessment options to analyze students' strengths and needs for planning instruction
Construct teaching lessons by selecting pertinent materials and resources which include technological resources to enhance student learning

Standards:
Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
1.11s support students' development of communication skills through the use of technology.

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.

2.1s plan, implement, and monitor instruction that is focused on individual students' needs and is based on continuous use of formal and informal assessments of individual students' phonological development;

2.2s use instructional approaches, including language games, activities, materials, and direct teacher instruction, that promote students' phonological awareness;

2.3s select and use instructional materials that promote students' phonological and phonemic awareness and build on students' current language skills;

2.4s inform parents of their child's phonological development and its importance to reading and communicate with families about ways to encourage students' phonological awareness at home; and

2.5s communicate with other professionals and continually seek implications for practice from current research about phonological awareness.

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.

3.1s respond to individual student's needs by providing focused instruction on the letters of the alphabet and the relationships of sounds and letters;

3.2s select and use instructional materials and strategies, including multisensory techniques (e.g., letter names, graphophonemic knowledge, and the relationship of letters and printed words to spoken language) to promote students' understanding of the elements of the alphabetic principle;

3.3s use formal and informal assessments to analyze individual student's alphabetic skills, monitor learning, and plan instruction;

3.4s communicate with parents about ways to increase students' alphabetic knowledge;

3.5s communicate with other professionals and continually seek implications for practice from current research about the development of alphabetic knowledge; and

3.6s provide learning experiences that promote students' ability to read critically and evaluate information presented in nonliterary texts.

Standard IV. *Literacy Development and Practice:* Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

4.3s provide multiple opportunities for young students to listen to and respond to a wide variety of student literature, both fiction and non-fiction, and to recognize characteristics of various types of narrative and expository texts;

4.4s talk with students about their favorite books;

4.5s engage students in story reading experiences and encourage young students to interact with others about stories;

4.6s provide many opportunities for students to read and write in order to develop an extensive reading and writing vocabulary;

4.8s teach students about authors and their purposes for writing;

4.9s use formal and informal assessments of individual student's literacy development to plan, implement, and monitor instruction.

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.

5.1s teach the analysis of phonetically regular words in a simple-to-complex progression, i.e., phonemes, blending onsets and rimes, short vowels, consonant blends, other common vowel and consonant patterns, and syllables;

5.2s teach students to read passages using decodable texts and provide opportunities for students to progress from sounding out words orally to decoding words silently;

5.3s teach students to recognize high-frequency irregular words by selecting words that appear frequently in students' books and reviewing difficult words often;

5.4s teach students ways to identify vowel sound combinations and multisyllabic words;
5.5s provide instruction in how to use structural cues to recognize compound words, base words, and inflections (e.g., prefixes and suffixes);
5.6s teach students to use knowledge of word order (English syntax) and context to support word identification and confirm word meaning;
5.7s use formal and informal assessments to analyze individual student's word identification and decoding skills in order to plan and monitor instruction;
5.8s communicate with parents about ways to support students' word identification and decoding skills; and
5.9s communicate with other professionals and continually seek implications for practice from current research about the development of decoding and word identification.

Standard VI. *Reading Fluency:* Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

6.1s identify and monitor on an ongoing basis young students' fluency levels by using leveled passages or reading materials on a daily basis;
6.2s provide frequent opportunities for fluency development through reading in independent-level materials, reading orally from familiar text, repeated reading activities, and silent reading for increasingly longer periods;
6.3s apply norms for reading fluency to evaluate students' reading fluency;
6.4s communicate with families about students' reading fluency and ways they can help to increase students' fluency;
6.5s communicate with other professionals and continually seek implications from current research about the development of students' reading fluency; and
6.6s provide opportunities for students to improve reading fluency through self-correction.

Standard VII. *Reading Comprehension:* Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.
7.1s formally and informally assess students' reading comprehension and provide focused instruction in reading comprehension based on individual student's needs;
7.2s use a variety of instructional strategies to enhance students' listening and reading comprehension, including helping students link the content of texts to students' lives and connect related ideas across different texts;
7.3s guide students in developing and using metacognitive skills;
7.4s model strategies for improving reading comprehension such as previewing texts, self-monitoring, and retelling;
7.5s provide frequent opportunities for students to engage in silent reading, both at school and at home;
7.6s guide students to generate questions and apply research about topics introduced in reading selections, both fiction and nonfiction;
7.7s provide time for extended reading of a wide range of materials, including expository texts;
7.8s use instructional strategies that help increase students' reading vocabulary;
7.9s provide instruction that increases knowledge of students' own culture and the cultures of others through reading;

7.10s provide instruction in how to use graphics (e.g., tables, charts, and signs) and other informational texts and technologies (e.g., the Internet) to acquire information;

7.11s provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals and discussions), including relating background knowledge to literary texts;

7.12s teach elements of literary analysis, such as story elements and features of different literary genres;

7.13s provide instruction in comprehension skills that support students' transition from "learning to read" to "reading to learn," (e.g., recognizing different types and functions of texts and matching comprehension strategies to the type of text) and teach students how to locate, retrieve, and retain information from a range of content-area and expository texts;

7.14s provide frequent opportunities for students to engage in silent reading at school and encourage opportunities for silent reading at home through the development and maintenance of classroom libraries and home libraries;

7.15s communicate with families about students' reading comprehension and ways to encourage students' reading; and

7.16s communicate with other professionals and seek implications for practice from ongoing research about the development of students' reading comprehension.

Standard VIII. *Development of Written Communication:* Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

8.1s create an environment in which students are motivated to express ideas in writing;

8.2s teach purposeful, meaningful writing in connection with listening, speaking, and reading;

8.3s formally and informally monitor students' writing development and provide focused instruction to address students' individual strengths, needs, and interests;

8.6s provide opportunities for students to write in a variety of forms and modes and for various purposes and audiences;

8.8s communicate with families about students' development of written communication and ways to encourage students' written communication;

8.9s communicate with other professionals and continually seek implications for practice from current research about students' development of written communication.

Standard IX. *Writing Conventions:* Teachers understand how young students use writing conventions and how to help students develop those conventions.

9.4s provide direct instruction and guided practice in English writing conventions (e.g., grammar, spelling, capitalization, and punctuation);

9.5s provide systematic spelling instruction in common spelling patterns based on phonics skills already taught

and provide opportunities for student to use and develop spelling skills in the context of meaningful written expression (e.g., applying decoding skills as one strategy to help proofread spelling during the editing process);

9.7scommunicate students' performance in the use of writing conventions to families and discuss ways to encourage students' use of writing conventions; and

9.8s communicate with other professionals and seek implications for practice from ongoing research about student's development of writing conventions.

Standard X. *Assessment and Instruction of Developing Literacy:* Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

10.1s use multiple assessments to plan instruction in and monitor the literacy development of young students;

10.2s analyze students' errors in reading and writing and use them as a basis for future instruction;

10.3s use ongoing assessments to determine when a child may be in need of classroom interventions or specialized reading instruction and develop an appropriate instructional plan;

10.4s communicate students' progress in literacy development to parents and other professionals through a variety of means, including the use of examples of students' work;
10.5s communicate instructional decisions based on research, assessments, and knowledge of students; and
10.6s collaborate with other professionals and continually seek implications for practice from convergent research about assessment of students' developing literacy.

Standard XI. *Research and Inquiry Skills:* Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.
11.1suse ongoing assessment and knowledge of grade-level expectations to identify students' needs in regard to study and inquiry skills and to plan instruction;

Standard XII. *Viewing and Representing:* Teachers understand how to interpret, analyze, evaluate, and produce.
12.4s teach students to analyze visual image makers' choices (e.g., related to style, elements, and medium) and evaluate how these choices help to represent or extend meaning;

Course Requirements/Evaluation:
Contribution
Class attendance is essential for successful completion of this course. Participation implies active contribution and is essential for optimal learning to occur. Your ability to effectively participate in class will be significantly enhanced by appropriate preparation, which includes reading and reflecting on assigned chapters and other assigned materials.

Presentation Lessons
Each student will be researching and designing four lessons for this class; phonics, fluency, vocabulary and comprehension. Each lesson will be accompanied by a lesson plan that will be posted on Bb. These lesson presentations will provide you the opportunity to apply your knowledge of each component. Length of presentations will be discussed in class.

Key Terms & Questions
Chapter coverage will include a review of key terms and questions related to content. These lessons will be completed outside of class and posted on Blackboard. These assignments will serve as an effective review for quizzes. Please look for feedback on Blackboard regarding your submissions.

Grading Policy:
Contribution	50 points
Presentations Lessons 4 @ 25 each	100 points
Quizzes 3 @ 50 each	150 points
Total	300 points

A: 270+ B: 269-240 C: 239-210 D: 209-195 F: <195

Dropping a Class:

During the course of a semester, circumstances can often prevent students from completing a class successfully. Dropping a class may be necessary and/or wise in your specific case. Please feel free to contact me regarding if it is in your best interest to drop the class. Should dropping the class be the best course of action, you are responsible for completing the necessary actions to do so by April 4, 2014.

Dropped for Non-Participation:

Students can be dropped for non-participation upon accruing nine absences of any type. An absence is defined as 50 minutes of course instruction (Student Handbook, pg. 34). If a student is dropped for non-participation, the grade will be documented as an "F". In the event you enroll in a class, but do not intend to complete it, drop the class as soon as possible to avoid being dropped for non-participation.

Academic Integrity:

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but in not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (workbooks, magazines, etc.), book reviews, or coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.

Date	Topic	Assignments
1/26	Bb: Power Point Review	
1/28	Class Discuss: Reading Instruction – Role of the Teacher	Read Chapter 2: Developing Children's Oral Language
2/2	Bb: Power Point Review Chapter Key Terms & Questions	
2/4	Class Discussion: Oral Language	
2/9	Quiz: Chapters 1 & 2	
2/11	Class Discussion: Quiz Results	
2/16	Phonics Self-Assessment	Read Chapter 3: Phonics and Word Recognition: Learning to Read Words
2/18	Bb: Power Point Review Chapter Key Terms & Questions	
2/23	Phonics Anchor Charts & Phonics Lesson Website/Resource Review	
2/25	Class Discussion: Phonics & Word Recognition	
3/2	Phonics Lesson Preparation	
3/4	Phonics Lesson Presentations	Read Chapter 4: Reading Fluency
3/9	Bb: Power Point Review Chapter Key Terms & Questions	
3/11	Class Discussion: Reading Fluency	

	Spring Break	
3/23	Reading Fluency Website/Resource Review	
3/25	Fluency Lesson Presentations	Read Chapter 5: Increasing Reading Vocabulary
3/30	Quiz: Chapters 3 & 4	
4/1	Class Discussion: Quiz Results	
4/6	Bb Power Point Review Chapter Key Terms and Questions	
4/8	Class Discussion: Vocabulary	
4/13	Vocabulary Website/Resource Review	
4/15	Vocabulary Lesson Presentations	Read Chapter 6: Teaching Reading Comprehension
4/20	Bb Power Point Review Chapter Key Terms & Questions	
4/22	Class Discussion: Comprehension	
4/27	Comprehension Website/Resource Review	
4/29	Comprehension Lesson Presentations	
5/4	Quiz: Chapters 5 & 6	
5/6		