

Sul Ross State University – Rio Grande College
EDUC 4313
Phonics, Skills, and Comprehension
Spring 2017

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Text:

Texts for this course include a set of teacher handbooks created by the Region IV Educational Service Center. The Primary Reading Instruction Manuals for Educators (PRIME) provide instructional materials addressing the five components recommended by Reading First.

Comprehension Instruction

Vocabulary Instruction

Phonics Instruction

These handbooks can be purchased through the regional service center at the following link:

www.region4store.com - type comprehension on Quick Search. That gets you to the correct page for all three handbooks.

Also:

Pinnell, Gay Su, & Fountas, Irene C. *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Heinemann

Course Description:

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 through use of graphic aids, methods and materials, and review how assessment is connected to these critical reading components.

Student Learning Outcomes:

Upon completion of this course, the student 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 appropriate 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);

9.7s communicate 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.

11.1s use 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:

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.

Assignments/Projects:

Summaries and activities will be created from each handbook and textbook. Create the materials and present to the class. When presenting the lesson, state which lesson is going to be presented, example: Lesson 7: High-Frequency Irregular-Word Reading, Page 43. Turn in a summary of each lesson or activity. Take time to edit your work. As educators in training, it is important to be an effective writer of educational content. Your work should be free of spelling and grammatical errors, and should reflect your understanding. If you must use the author's words verbatim, you need to properly cite their work.

Visual Aids Construction:

Anchor Charts:

- Three sounds of /ed/
- They're, their, there
- To, too, two
- Rooster poster - /ir/ /ur/ /er/
- Phonics Rules: c and g rule, silent e rule, two vowels together rule, ie rule
- Antonym, Synonym, Homophone, Homograph
- Fiction and Nonfiction Text Characteristics

Quizzes/Key Terms:

There will be one quiz (which consists of Key Terms) after completion of each handbook and text. Quizzes cannot be "made up" after class administration. In the event you must miss a class, you will need to make arrangements to take the quiz prior to that day.

Observations:

You are required to conduct two observations during the course of the semester. Make arrangements in a timely manner so that observations are completed before the due date. Individual districts have specific requirements for students visiting campuses. Locate a campus/school you would like to visit, determine those requirements and make the appropriate arrangements to complete your observation. You will need to have the cooperating teacher sign your observation form and you will need to complete a 2 page, double-spaced summary for each submission on Blackboard. Each observation should be a minimum of one hour and your summary should address specific objectives related to this class (phonics, comprehension, fluency, phonemic awareness, and vocabulary, etc.)

Grading Policy:

Your final grade will be based on the following point system:

- Attendance/Class participation 100
- Assignments 5@ 50 pts. 250
- Quizzes/Key Terms 5@20 pts. 100

- Reflections 3@50 pts. 150
- Observations 2@50 pts. 100

Total:

A=630-700

B=560-629

C=490-559

D=420-489

F=<419

Americans with Disabilities Act:

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.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

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Course Schedule

January 17	First Class, Welcome, Introduction, Review Texts
January 19	Phonics Lecture
January 24	Phonics Lecture
January 26	Presentation
January 31	Presentation
February 2	Quiz 1
February 7	Phonemic Awareness Lecture
February 9	Phonemic Awareness Lecture
February 14	Presentation
February 16	Presentation
February 21	Presentation
February 23	Quiz 2 Word Matters Reflection
February 28	Vocabulary Lecture
March 2	Vocabulary Lecture Observation Due
March 7	Presentation
March 9	Presentation
March 21	Presentation
March 23	Quiz 3 Word Matters Reflection
March 28	Fluency Lecture
March 30	Fluency Lecture
April 4	Presentation
April 6	Presentation
April 11	Presentation
April 13	Quiz 4
April 18	Comprehension Lecture
April 20	Comprehension Lecture
April 25	Presentation
April 27	Presentation
May 2	Presentation Observation Due
May 4	Quiz 5
May 9	Word Matters Reflection

