

# Texas A&M University-Texarkana Course Syllabus

## RDG 350: Emergent Literacy Development

### Spring, 2022

**Course Description:** The purpose of this course is to provide the preservice EC-6 teacher with knowledge and skills necessary to promote early literacy development. Students will develop competency in the components of emergent literacy including oral language development, phonological and phonemic awareness, the alphabetic principle, comprehension, vocabulary development, decoding, spelling, morphemic awareness and fluency. To that end, a variety of techniques will be examined which will enable the preservice teacher to design a multidimensional early literacy program. The targeted grade levels for this course are Early Childhood through Grade Two.

**Course Delivery Method:** Face-to-Face course that is web-enhanced with some synchronous and asynchronous course meetings (announced through Blackboard and GroupMe) with course materials available through online modules in Blackboard.

Textbooks needed
Kilpatrick, D.A. (2016). <i>Equipped for reading success</i> . Syracuse, NY: Casey & Kirsch Publishers. ISBN: 9780964690363 <b>NOTE: Order from this website - <a href="https://equippedforreadingsuccess.com/">https://equippedforreadingsuccess.com/</a> ; USED IN RDG 354 ALSO; BUY DON'T RENT</b>
Honig, B., Diamond, L., & Gutlohn, L. (2013). <i>Teaching reading sourcebook</i> . Berkeley, CA: CORE ISBN: 9781634022354 <b>NOTE: need 3rd edition</b> <b>NOTE: USED in RDG 352 and 354 ALSO; BUY DON'T RENT</b>
Carreker, S. & Birsh, J.R. (2019). <i>Multisensory teaching of basic language skills activity book</i> , 4 <sup>th</sup> Edition. Baltimore, MD: Paul H. Brookes Publishing Co. ISBN: 978-1-68125-308-4 <b>NOTE: USED IN RDG 352 ALSO; BUY DON'T RENT</b>

***University Student Learning Outcomes: By the end of this course, students will be able to:***

- Explain and model content relating to the science of teaching reading using explicit, sequential, multisensory instruction to present different aspects of literacy (phonological awareness, phonics, fluency, oral language, letter naming fluency, comprehension, spelling, writing, and vocabulary) to Kindergarten-2<sup>nd</sup> grade students (HLP #1 - <https://library.teachingworks.org/curriculum-resources/high-leverage-practices/> ).
- Set up and manage small group instruction based on data and the need to differentiate instruction (HLP #2 - <https://library.teachingworks.org/curriculum-resources/high-leverage-practices/> )
- Set learning goals (student friendly learning objectives) based on the Texas Essential Knowledge and Skills that reflect knowledge of the Learning Cycle in planning research-based literacy lessons (HLP #3 - <https://library.teachingworks.org/curriculum-resources/high-leverage-practices/> )
- Discuss the importance of Chall’s stages of reading development and reading models such as the Simple View of Reading, Scarborough’s Rope, the 4-part processing model, Ehri’s stages of literacy development as well as brain research related to reading development for skilled reading (Academic language)
- Explore and demonstrate a variety of research-based strategies and incorporate them into lesson planning for high-quality literacy instruction (Performance Assessments)
- Create a 120-minute literacy block plan that includes whole group and small group instruction that differentiates learning for multiple levels of student reading proficiency.
- Participate in rehearsals and enactment regarding lesson planning for effective literacy instruction and then analyze results in order to provide reflective feedback to peers and self-analysis to increase classroom effectiveness and student achievement (Rehearsals; Academic writing)
- Practice giving and receiving reflective feedback to peers and also self-assessing instruction, adjusting lessons in response to feedback (Academic writing, Academic language)
- Discuss and design strategies to create and foster a culture that supports diversity, equity, and inclusion (DEI) with a focus on the four dimensions of equity.

Students will demonstrate knowledge of TEA Educator Standards and apply to lesson plans and assignments. Please refer to the Educator Standards at the link below:

[TEA Educator Content Standards EC-3](#)  
[Science of Teaching Reading Standards](#)  
[Pedagogy and Professional Responsibilities EC-3](#)  
[English Language Arts and Reading EC-6](#)

## Methods of Evaluation:

Graded Components	Description	Point Totals
Podcast Listening Guide	DUE 2/1	75 points
Phoneme Inventory	DUE by 2/29	50 points
Discussion Board Posts	DUE - As assigned in BB modules <ul style="list-style-type: none"> <li>• 250-word initial response</li> <li>• 150-word substantial response to TWO peers</li> </ul> 50 points each = 20 points for initial post; 10 points for each of THREE peer responses	250 points
5 Literacy Lesson Plans	One lesson plan for each component of early literacy covered: <ul style="list-style-type: none"> <li>• letter naming fluency (as a group – NO GRADE) – 2/2-3</li> <li>• Lesson plan #1 - phonological awareness (peer review – participation points)</li> <li>• Lesson plan #2 - phonemic awareness</li> <li>• Lesson plan #3 - phonics</li> <li>• Lesson plan #4 - vocabulary and oral language for Narrative text</li> <li>• Comprehension of narrative text</li> <li>• Continuation of lesson plan #4 -</li> <li>• Lesson Plan #5 - comprehension of an informational text</li> </ul> 5 lesson plans x 25 points each <b>NOTE: LESSON PLANS NOT COMPLETED WILL DROP YOUR GRADE BY A MINIMUM OF ONE LETTER GRADE</b>	125 points
Presentation of Lesson Plans	<b>THREE</b> lesson plan presentations <ul style="list-style-type: none"> <li>• phonemic awareness</li> <li>• phonics/fluency</li> </ul>	150 points

	<ul style="list-style-type: none"> <li>oral language/vocabulary</li> </ul> <p>These will be presented to an audience (peer, husband, mom, friend). The lesson plan presentation should be prepared and practiced, and all materials organized and ready.</p> <p><b>NOTE: READING FROM YOUR LESSON PLAN IS AN AUTOMATIC -20 points</b></p> <p><b>NOTE: LESSON PLAN PRESENTATIONS NOT COMPLETED WILL DROP YOUR GRADE BY A MINIMUM OF ONE LETTER GRADE</b></p> <p>30 points for <b>professionally presented</b>, prepared instruction; 10 points maximum for each of TWO peer responses 50 points each x 3 lesson plans</p>	
<b>Chapter/resource quizzes</b>	May be taken ONLY during week assigned for homework <b>10 @ 20 points each</b>	200 points
<b>Professional Participation</b>	Based on attendance/timeliness in class and participation in class/Zoom, respectful attitude (10 points toward attendance and 10 points toward <b>quality/prepared</b> participation)  20 points weekly x 10 weeks	200 points
<b>Handwriting Project</b>	20 points for cursive and print alphabet; 20 points for sentences; 20 points for article summaries; 15 points for proper APA format and grammar/usage - <b>DUE 4/19</b>	75 points
<b>FINAL PROJECT: Literacy Block Lesson Plan</b>	Create a 120-minute lesson plan for a complete 1st grade reading block including small group and whole group instruction. <b>DUE 4/26</b>	150 points
<b>Final Exam</b>	25 points for completed review card ( <b>DUE 5/4</b> ) and 200 for final ( <b>Open ONLY 5/5-7</b> )	225 points
<b>TOTAL POINTS</b>		<b>1500 points</b>

## Grading Scale:

Percent Equivalent	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

## Course Assignments:

1. “At a Loss for Words” podcast listening guide – This podcast will provide you the history of the Reading Wars and set the stage for the semester’s learning regarding the Science of Teaching Reading. You will use the listening guide provided (as a guide) to taking notes on the content.
2. Chapter readings and resource quizzes - there will be a weekly timed quiz over assigned reading/videos that will include **30 minute timed**, 20 multiple choice and short answer questions. **I HIGHLY encourage you to take detailed notes (notes pages will be provided as a guide in each module) as these will serve you well as a study tool for your STR certification exam, your final for this course and in future reading coursework.**
3. Lesson Plans: Students will prepare lesson plans for each topic covered in RDG 350.
4. Lesson Plan Presentation (by video – narrated PowerPoint, Zoom, Screencastomatic, phone and uploaded to YouTube) - THREE lesson plans will be presented to peers through video uploaded to the Discussion Board. The presentation should be **practiced and presented in a professional manner** (not reading from your notes on lesson plan). Peers will provide feedback (through the Discussion Board).
4. Discussion board posts/responses – Students will write personal reflections regarding two Rehearsal opportunities provided in the course. Additionally, students will create three Discussion Board posts to engage with peers around course content. Students are expected to use formal academic writing style (APA and appropriate syntax) while providing respectful feedback that advances the learning for all.
5. Phoneme Inventory – You will meet individually with Dr. Cordray to pronounce the 44 phonemes **until you can make all sounds correctly**. These appointments will be scheduled in person (before or after class) and/or on Zoom.
6. Professional Participation: Students will engage in practicum activities to practice research based early literacy components during most class periods. **These activities (and**

**Points - 10 weekly) cannot be made up if a class is missed.** Your participation grade is further reduced by absences (**10 points per absence**).

7. Handwriting project – Students will complete a pre and posttest on manuscript and cursive handwriting. Additionally students will review of two articles, a video regarding the tie between handwriting and literacy, and a pencil grip video. Students will then summarize content using academic language and formal academic writing style (APA format).

8. 120-minute Literacy Block Lesson plan – Students will complete a 45-minute comprehension lesson plan that includes oral language, vocabulary and comprehension activities, a station rotation plan, 3 differentiated teacher table lessons and 3 station lessons with an accountability piece for each. (TK20 artifact)

9. Final Exam – Students will complete a cumulative exam over all learning from the semester that includes questions modelled after STR formatted questions.

## RDG 350 Spring, 2022 Expanded Course Schedule

**RDG 350 NTCC section will meet F2F on Wednesdays at 4:45-7:15 p.m.**

**RDG 350 on Main Campus Sections will meet F2F on Thursdays at 4:15-6:45 p.m.**

### **Week 1 – January 18-25: ONLINE CLASS FOR BOTH SECTIONS (see times listed in email) - Overview and History of Reading Wars**

#### **ON YOUR OWN ASSIGNMENTS:**

1. Fill out the GroupMe app permission in the Google Form link I sent to you by email ASAP. I will share updates and quick course tips through this and you don't want to miss them.

#### **IN CLASS (synchronous class on Zoom this week):**

1. Go over syllabus expectations and course structure in Blackboard.
2. Explain Week 1 assignments within the module:
  - a. Read King's English and watch the "I Love Lucy" clip - ough and then include your reflection on BOTH in your Introductory video along with some personal introductory information you'd like to share. **DUE to Discussion Board by 1/24 at 11:59 p.m.**
  - b. Respond to **THREE** peers' Introductory videos - **DUE 1/25 by 11:59 p.m.**
  - c. Take detailed notes as you read pp. 1-18 in *Teaching Reading Sourcebook* and pp. 1-2 in *Equipped for Reading Success* (BOTH of these readings are located in Module 1 of BB in case you haven't received your textbooks yet - get them ASAP though because you will use both weekly and I will not post content past week 3)
  - d. Take 20-minute timed QUIZ over readings located in Module 1 in Blackboard by **1/25 at 11:59 p.m. QUIZZES CLOSE ON THE DUE DATE AND WILL NOT BE REOPENED FOR ANY REASON**

### **Week 2 – January 26-February 1: What's all the fuss about the Science of Teaching Reading? and Introduction to Letter Knowledge**

#### **IN CLASS:**

1. Check notes on pp. 1-18 - NAEP data and NRP (participation points) and discuss content (BRING SOURCEBOOK TO CLASS)
2. Moats' article - "Teaching Reading is Rocket Science"
3. Begin 4-square document - Simple View of Reading
4. Notebook creation/organization
5. Locate TEKS vertical alignment document and TEKS app - and find references to letter naming/alphabet knowledge
6. Discuss the difference between the TEKS and SFLOs – write SFLO for letter naming fluency
7. Practice letter naming activities

**AFTER CLASS:**

1. Take notes (use notes page in module 2 – checked for participation points during week 3 class) as you read chapters 3 and 4 in *Reading Teachers' Sourcebook*. Then, take the quiz in module 2 – **DUE 2/1 at 11:59 p.m.**
2. Listen to Emily Hanford Podcast and complete the listening guide **BY 2/1 at 11:59 p.m.** (Turn in listening guide to BB link in module 2).

**Week 3 – February 2-8: What and How of STR versus Balanced Literacy AND Letter Naming Fluency and Print Awareness Activities****IN CLASS:**

1. Discuss podcast
1. Review the Simple View and then Create Scarborough's Rope with pipe cleaners – add to 4 square document
2. Discuss notes and LNF/Print Awareness and research-based activities found on FCRR (BRING SOURCEBOOK TO CLASS)
3. Review the difference between TEKS and SFLO and practice writing an explicit lesson plan for LNF
4. **Rehearsal #1** – Teach a small group a letter naming activity

**AFTER CLASS:**

1. Watch the video of your rehearsal and write a minimum of 250-word reflection on the Discussion Board. – **DUE 2/8 by 11:59 p.m.** (Will respond to THREE peers during week 4 assignments)
2. Read Chapter 5 in *Sourcebook* and pp.17-top of 21 in *Equipped for Reading Success*. Take detailed notes (use template in week 3 module – participation points awarded in week 4)
3. Take quiz **DUE by 2/8 at 11:59 p.m.**

**Week 4 – February 9-15: Phonological Awareness****IN CLASS:**

1. Reflect on your rehearsal with a partner – remind to respond to THREE peers by 2/15
2. TEKS Vertical alignment - locate PA and discuss
3. Phonological awareness lecture (BRING: Sourcebook, workbook and EFRS)
4. PA practicum
5. Go over lesson plan #1 - lower Phonological Awareness see page 118 in Sourcebook (word, rhyme, syllable and onset-rime) **DUE by 11:59 p.m. 2/15**
6. lesson plan presentation video discussion
7. Practice phoneme inventory – Appointment with Dr. Cordray **DUE by 2/29**

**AFTER CLASS:**

8. Watch Reading and the Brain videos and create a 250-word minimum Discussion Board post summarizing and reflecting on the videos- **DUE by 2/15 at 11:59 p.m.**



9. Watch Phoneme Inventory video and practice your phonemes. Set an appointment with Dr. Cordray to participate in the phoneme inventory **before 2/29**
10. Create lesson plan on phonological awareness with a peer – will be reviewed in class week 5 – **DUE 2/15 by 11:59 p.m.**
11. Read pp. 13-22 AND pp. 73-84 in *Equipped for Reading Success* and videos (Sound Walls and Heggerty demonstration) located in Week 3 module and take detailed notes
12. Take quiz **by 2/15 at 11:59 p.m.**

### **Week 5 – February 16-22: Phonemic Awareness**

#### **IN CLASS:**

1. Review phonological awareness continuum (Sourcebook pp. 118-119) and lesson plan.
2. Discriminate between phonological awareness and phonemic awareness (BRING: Sourcebook and workbook)
3. Discuss the difference between a word wall and a sound wall and why one is better for K-2nd grade students
4. Phonemic awareness lecture and practicum to include: Elkonin boxes, slide chart, One Minute Activities
5. Discuss lesson plan #2 - Phonemic Awareness
6. **Introduce Handwriting Project - Pretest on cursive**

#### **AFTER CLASS:**

1. Create lesson plan #2 - **DUE 2/22 by 11:59 p.m.**
2. Read the introduction to phonics and chapter 6 in the *Sourcebook*
3. Take quiz by **2/22 at 11:59 p.m.**
4. **Create Word Mat – BRING to class week 7**

### **Week 6 – February 23-March 1: Orthographic Mapping, Explicit Phonics and the 6 Syllable Types**

#### **IN CLASS:**

1. Watch video that distinguished between PA, phonemic awareness and phonics
2. Introduce 6 Syllable types and 4 part processor; practicum activities
3. Elkonin boxes for phonics
4. Practice and write a script for sound chaining
5. Discuss lesson plan #3

#### **AFTER CLASS:**

6. Read Chapters 4-5 in *Equipped for Reading Success* and Chapter 7 **Irregular Word Reading** in *Sourcebook*; *Watch Heart Word video* and take notes
7. Take quiz on reading and video assigned in module 6 - **DUE by 3/1 11:59 p.m.**
8. **Create Word Mat – BRING to class in week 7**

## **Week 7: March 2-8: Demonstration of Explicit Phonics lesson; Role of Decodable Text; Sight Words**

### **IN CLASS:**

1. Observe an explicit phonics lesson
2. Practice use of the Word Mat – UFLI
3. Review and practice Heart Word strategy for teaching irregular words
4. Practicum with decodable text and talk about fluency and comprehension activities that accompany this type of text
5. **Rehearsal #2** – Teaching a heart word
6. Discuss lesson plan #3 – Phonics 1

### **AFTER CLASS:**

1. Watch rehearsal video and write a 250-word reflection on your instruction – **DUE 3/8 by 11:59 p.m.** (will respond to THREE peers during week 8)
2. Create lesson **plan #2 video** presentation based on Dr. Cordray’s feedback – **post to DB by 3/8**
2. Write lesson plan #3 - Explicit Phonics Instruction according to class discussion and instructions in week 7 module - **DUE 3/8 by 11:59 p.m.**
  1. Read pp. 330-332 AND 360-385 regarding fluency instruction and take notes
  2. Take quiz **by 3/8 at 11:59 p.m.**

## **Week 8 – March 9-22: Text types (decodable, predictable and leveled) AND spelling**

### **NO FACE TO FACE CLASS THIS WEEK - INSTEAD...COMPLETE THE ACTIVITIES LISTED BELOW:**

1. Respond to THREE peers’ discussion post regarding Rehearsal #2 – **DUE 3/15**
2. Respond to TWO peers’ lesson plan #2 presentation on Discussion Board – **DUE 3/15**
2. Watch the Purple Challenge videos parts 1 and 2
3. Watch the videos on leveled text and predictive text.
4. Create a Discussion Board post of a minimum 250-words summarizing the information in the videos and reflecting on your experience with phonics growing up, as you have observed and/or having children in school now – **DUE 3/22 by 11:59 p.m.**
5. Complete the Spelling Reading Rockets module– see instructions in week 8 module – **DUE 3/22 by 11:59 p.m.**
6. Prepare/CUT the 4-leaf clover and rabbit for spelling practicum and **BRING to class week 9.**

## **Week 9 – March 23-29: Fluency, Spelling and Morphemic Awareness**

### **IN CLASS:**

1. Discuss fluency (what do the TEKS say?) and practice ways to improve fluency with students
2. Discuss the spelling module and connection between encoding/decoding/PA and practice the spelling rules
3. Introduce morphemic awareness and its tie to spelling/reading

**AFTER CLASS:**

4. Respond to TWO peers lesson plan #2 video presentation with a substantial feedback post on the Discussion Board (150 word minimum) - **DUE 3/29 by 11:59 p.m.**
5. Create lesson plan #3 video presentation based on Dr. Cordray's feedback on BB to lesson plan and post to Discussion Board **by 3/29**
6. **BRING** a narrative (fiction) AND informational (true) text to class week 10. These need to be on 1<sup>st</sup> grade level with several lines of text on each page.
7. Complete Reading Rockets module on Vocabulary. See instructions in BB week 9 and then take the **quiz by 3/29**

**Week 10 – March 30-April 5: Oral language and Vocabulary; Morphemic Awareness part 2****IN CLASS:**

1. Analyze spelling words using rule/regular/irregular
2. Practicum on morphemic awareness
3. Define oral language and vocabulary requirements as identified in the TEKS.
4. Practice oral language activities.
5. Discuss vocabulary Tiers and why choosing the right vocabulary is important.
6. Choose Tier 2 words for narrative text and discuss ideas for oral language lesson

**AFTER CLASS:**

1. Respond to TWO peers' lesson plan #3 presentation with 150-word minimum response providing insight and helpful hints that will improve the lesson. – **DUE 4/5 by 11:59 p.m.**
3. Watch oral language exemplar
4. Write oral language and vocabulary lesson for narrative text – **DUE 4/5 by 11:59 p.m.**
5. Read Sourcebook chapter on narrative comprehension and TWR chapter in module 10. **Take quiz by 4/5 by 11:59 p.m.**

**Week 11: April 6-12: Narrative text comprehension and writing Introduction****IN CLASS:**

1. Analyze spelling words according to rule, regular or irregular for spelling.
2. Peer review oral language/vocabulary lesson plan
2. Locate writing and comprehension TEKS and distinguish between narrative and informational text.
3. Discuss writing and practice sentence expansion, appositives and Painless Paragraph strategies
4. Discuss comprehension as it ties to Scarborough's Rope.
5. Practice comprehension strategies for narrative text that will be used in lesson plan #4.

**AFTER CLASS:**

1. Create lesson plan #4 - a narrative text comprehension lesson (Create an Anticipation Guide, find a story map and a minimum of 5 retelling pictures) – **DUE 4/12 by 11:59 p.m.**
2. Create oral language/vocabulary presentation – **DUE to DB by 4/12 by 11:59 p.m.**

4. Read pp. 682-706 in *Sourcebook* regarding Informational text comprehension strategies and take notes
5. Take **quiz by 4/12 at 11:59 p.m**
6. **BRING a non-fiction book to use week 12.**

**Week 12 – April 13-19: Informational Text Comprehension; writing continued**

**IN CLASS:**

1. Use informational text to choose Tier 2 vocabulary and plan an oral language lesson.
2. Determine which graphic organizer you would use with text.
3. Create a card pyramid, retell and write.
4. Discuss lesson plan #5 on Informational Text

**AFTER CLASS:**

1. Respond to TWO peers' Oral language/vocabulary presentations on Discussion Board – **DUE 4/19 by 11:59 p.m.**
2. Write lesson plan #5 Informational text **DUE 4/19 at 11:59 p.m.**
3. Complete Handwriting project - **DUE 4/19 at 11:59 p.m.**

**Week 13: April 20-26: Differentiation and station rotations; 120-minute literacy block plan discussion (Synchronous class at normal times)**

**IN CLASS:**

1. Discuss station rotations and what they have observed in classrooms
2. Discuss purpose of teacher table lessons and how to form small groups
3. Discuss 120-minutes literacy block plan

**AFTER CLASS:**

1. Complete the **BONUS points Quiz** that helps you set up Respondus Lockdown Browser/Monitor for Final Exam - **Available ONLY until 5/3 at 11:59 p.m.**
2. **DRAFT 3 small group lessons and 3 stations (writing, fluency, word work), and station rotation plan - DUE by 4/26 at 11:59 p.m. (to link in BB and to peer for feedback using form in module 13)**
3. **Provide feedback to peer by 4/28**

**Week 14: April 27-May 3 - 120-Minute Lesson Plan and Preparation for Final (no class meeting)**

1. Use peer feedback to improve stations and teacher table lessons and finalize your 120-minute lesson plan – DUE 5/3 by 11:59 p.m.
2. Complete review card for final exam and turn in to link on BB in module 14 in order to attend optional review session on 5/4

**Week 15: May 4-10 -Final Exam**

### **OPTIONAL ONLINE CLASS**

1. Provide feedback on station plan, stations and teacher table lesson to peer **by 4/28** so they can use it to improve literacy block lesson (This feedback sheet will be uploaded with your 120-minute literacy block plan)
2. Dr. Cordray will hold online **OPTIONAL Zoom session on May 4 from 4:30-5:30 p.m.** to review for Final Exam. You must have the review sheet completed and turned into the link in BB **by 5/3 at 11:59 p.m.** to attend.

### **AFTER CLASS:**

1. **Final Exam – online 5/5-7**