

**Texas A&M University-San Antonio**  
**Department of Curriculum and Instruction**

**EDRG 33xx: Early Literacy and Language II**

**A. MAJOR COURSE REQUIREMENTS:**

1. Literacy Center
2. Data Analysis Project
3. Quizzes and Exams

**B. LEARNING OBJECTIVES:**

Upon completion of this course students will be able to:

1. Demonstrate knowledge of reading development and apply instructional practices to promote student development within the following components of reading, such as advanced phonics, fluency, vocabulary, and comprehension skills and strategies.
2. Explain how phonemic awareness, phonics, fluency, and vocabulary impact comprehension.
3. Determining informal and formal assessments for measuring progress in early literacy development including diverse learners.

**C. LECTURE OR DISCUSSION TOPICS**

1. Review of Early Literacy Components from Part I
2. Advanced Phonics
  - a. Irregular Word Reading
  - b. Multisyllabic Word Reading
3. Spelling and Orthography
4. Fluency Assessment and Instruction
5. Vocabulary and Morphology
6. Comprehension of Literary and Informational Text
7. Assessment of Early Literacy Knowledge and Skills
8. Dyslexia, Reading Differences, and English Language Learners

**REQUIRED & RECOMMENDED READINGS**

Required: Honig, B., Diamond, L., & Gutlohn, L. (2018). *CORE: Teaching reading sourcebook*. Novato, CA: Arena Press.

Carreker, S. & Birsh, J. (2011). *Multisensory teaching of basic language skills Activity book (Revised ed.)*. Baltimore, : Paul H. Brookes Publishing Co.

Optional: Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2004). *Words their way: Word study for phonics, vocabulary and spelling instruction*. (3rd ed.). Columbus, OH: Prentice Hall.

Herrell, A. L. & Jordan, M. (2008). *Fifty strategies for teaching English language learners (3<sup>rd</sup> ed.)*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

