



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

**Texas A&M University San Antonio**  
**College of Education and Human Development**  
**Department of Curriculum & Instruction**  
**EDRG 3315 Course Syllabus**  
**Spring 2024**

<b>EDRG 3315</b>	<b>Early Literacy &amp; Language I (3 hours)</b>
<b>Helen White, M.Ed.</b> <b>hwhite@tamusa.edu</b>	<b><u>Meeting Time &amp; Location</u></b> <b>Thursday: 7:00-8:15pm</b> <b>Madla 204</b>
<b><u>Course Website</u></b> <b>tamusa.blackboard.com</b>	<b><u>Office Hours:</u></b> <b>Thursday: 6:00-7:00pm (with prior notice)</b> <b>or</b> <b>By Appointment</b>

**Communication:**

All emails will be sent to your Jaguar email address. Announcements made in Blackboard will automatically be sent to your Jaguar email address as well. Please allow 48 hours (Monday-Friday, 8:00am–5:00pm) for emails to be returned. I do not check emails on the weekends or over holidays. Please plan ahead to avoid last minute emails which may not be received in time.

**Catalog Description:**

This is an undergraduate course designed to teach pre-services teachers the components of early literacy instruction. Using scientifically-based reading research, the course focuses on developing: oral language, emergent literacy, print awareness, phonological and phonemic awareness, decoding, encoding, and word analysis skills. This course emphasizes the development of literacy from birth to third grade and how to plan effective instruction for early literacy learners. **Prerequisite:** Admission to the College of Education

**Credit Hours:**

Three (3) undergraduate

**Course Rationale:**

This course will introduce pre-service teachers to the reading process. It is designed to prepare pre-service teachers to be effective classroom teachers by understanding how literacy develops. In addition, this course focuses on teaching pre-service teachers how to teach children to read in a systematic and explicit way. In addition, pre-service teachers will gain experience with assisting struggling readers through a 10-hour experiential learning component.

**Student Learner Outcomes (SLO):** Upon completion of this course students will be able to:

1. Evaluate theoretical frameworks for the process and functions of reading
2. Effectively plan scientifically-based reading instruction that focuses on phonological awareness, phonemic awareness, and alphabetic principle instruction
3. Develop an effective literacy center that focuses on word identification skills and effective strategies/instructional methods for decoding and word study and how these skills can lead to the students’ ability to read fluently
4. Determine appropriate strategies to use with paired texts (narrative and informational) and to develop text-dependent questions based upon those texts

**Class Time and Location:**

- Thursday 7:00-8:15pm
- Madla 204

**Required Texts:**

Honig, B., Diamond, L., & Gutlohn, L. (2008). *CORE: Teaching reading sourcebook*. Novato, CA: Arena Press. (either 2nd or 3rd edition)

Carrekeer, S. & Birsh, J. (2011). *Multisensory teaching of basic language skills activity book, Revised Edition*. Baltimore, MD: Paul H. Brooke

**Evaluation and Grading**

Note: Dates are tentative and subject to change; check Blackboard frequently. This class is graded on a 100-point scale.

Assignment	SLO	Points	Percentage
Syllabus Acknowledgement	1, 2, 3, 4	1	1%
Literacy Center	2, 3, 4	20	20%
Lesson Snapshot	1, 2, 3, 4	15	15%
Assessments (2)	1, 2, 3	10 pts. x 2 = 20 pts. total	20%

Components of Literacy Reflection Posts	1, 2, 3, 4	8 pts. x 5 = 40 pts. total	40%
Individual Check In	1, 2, 3, 4	1	1%
Practice Quizzes	1, 2, 3, 4	2 pts x 2 = 4 pts. total	4%
<b>TOTAL</b>		<b>100</b>	<b>100%</b>

Active Attendance and Participation are REQUIRED.

**A=90-100**    **C=70-79**

**B=80-89**    **D=60-69**    **F<60**

## Assignments

### 1. Syllabus Acknowledgement (1 pt.)

- a. Complete the syllabus acknowledgement form in Blackboard (Discussion Board) before the second class meeting of the semester (see course calendar for due date). Be sure to read through the entire syllabus and familiarize yourself with the course requirements, expectations, and policies to which you are agreeing by completing the acknowledgement form.

### 2. Literacy Center: (15 pts.)

- a. You will be responsible for developing a literacy center at the **2nd or 3rd** grade level. The literacy center must include a word analysis and decoding skill (game/activity) plus fluency and comprehension. See the rubric for specific requirements. This assignment may be completed individually or with a partner.

### 3. Lesson Snapshot (15 pts.)

- a. You will be responsible for developing a lesson snapshot that incorporates alphabetic principle, phonological awareness, and phonemic awareness for **kindergarten or first grade**. The lesson snapshot has to be original and must be creative and engaging. The lesson snapshot must follow the format provided in Blackboard and must utilize the Texas Essential Knowledge and Skills (TEKS) for your grade level. See rubric for grading.

### 4. Assessments (10 pts. each; 20 pts. total)

- a. Two formal assessments will be given. The assessments will be housed in Blackboard and must be taken in the specified window of time. No exceptions will be made, so please be sure to take the assessments on time.

### 5. Components of Literacy Reflection Posts (8 pts. each; 40 pts. total)

- a. After completing the requirements for each of the components of literacy (1. Phonemic Awareness, 2. Phonics, 3. Fluency, 4. Vocabulary, 5. Comprehension), you will post a reflection to the Discussion Board in the class Blackboard page. You will also bring your discussion response to the class meeting immediately following the due date. Details and requirements for each post will be outlined on Blackboard. The rubric for discussion posts is also on Blackboard.

### 6. Individual Check-In Meeting (1 pt.)

- a. You will be responsible for scheduling and attending a one-on-one check-in meeting with Prof. White. A selection of meeting days and times will be provided to you, and you will sign up for a time that works best for you. These meetings will be scheduled in 15-minute increments. If a time on the sign-up sheet does not fit your schedule, email Prof. White at [hwhite@tamusa.edu](mailto:hwhite@tamusa.edu) to arrange a different meeting time. If you sign up for a time and do not attend your scheduled meeting, a make-up meeting will not be allowed unless you email me notifying me of your inability to attend at least 24 hours prior to your scheduled meeting time. If you do not attend your meeting, and do

not notify me 24 hours prior to your meeting that you will not attend, you will receive a score of 0 for the check in.

**7. Practice Quizzes (2 pts. each; 4 pts.)**

- a. Before each Assessment, I will send out a link to an online practice quiz. These practice quizzes will help you prepare for the Assessment and get a feel for how the Assessment questions will be written. You may take the practice quizzes as many times as you would like. The points you earn for each practice quiz will be based upon the percentage score of your highest score attempt (e.g., if you score 100% on the practice quiz, you will earn all 2 points; if you score 50% on the practice quiz, you will earn 50% or 1 pt. for that practice quiz).

### **Class Policies**

**ATTENDANCE:** Attendance for each class meeting is expected for the full semester. You are allowed **two** absences. (This does not include presentation dates or test days) If you miss a test or presentation, you will receive a zero (0). If you miss a class meeting, it is your responsibility to obtain the missed materials from your peers or instructor. Please see the syllabus addendum regarding COVID-19. Be sure to always sign in using your first and last name so that you can be counted as “present.”

**MAKE-UP POLICY:** In the event that you are absent due to an extenuating circumstance, any assignment missed or test missed **MUST** be made up within one week of the missed assignment’s due date. In order to make up an assignment, you must have received prior approval from the instructor before missing the assignment. Please contact the instructor to schedule a time to submit and/or make up the assignment within the one week.

**LATE ASSIGNMENTS:** Completing all work on time is crucial to keeping up with the content. **Late work will not be accepted in this course.** Any work submitted past the due date (whether it is 1 minute late or 3 days late) will not be accepted, and a grade of 0 will be earned for the assignment. The course requirements and due dates are provided to you on the first day of class. Please be sure to keep track of the due dates and stay on top of your work. **No exceptions will be made.** For 1 extra credit point, email me a picture of a cute animal by 8/24 @ 11:59pm (hwhite@tamusa.edu)

**ASSIGNMENTS:** All assignments must be or uploaded to the Blackboard submission link by the due date and time, depending on the assignment (see course calendar for due dates). No assignments will be accepted through email. Only assignments uploaded to Blackboard by the specified due date and time will be accepted.

**TECHNICAL REQUIREMENTS:** For this course, documents will be posted as PDFs or from the Microsoft Office Suite. Therefore, only documents in these formats will be accepted. If you

do not have the latest version of Microsoft Office, you can download the free compatibility pack online. You will also need access to Zoom for meetings.

**TECHNICAL DIFFICULTIES:** Technical difficulties will not be accepted as a reason for late assignment submission. Begin your assignments early and visit our on-campus computer lab for assistance. If a help desk ticket was created prior to 24 hours before the assignment due date, please attach the documentation to your assignment.

**RESPONSIBILITY:** As a teacher, you are expected to maintain a high level of responsibility. Therefore, you must be responsible for verifying dates, expectations, and quality of work. If there is something you do not understand, please ask. Also, it is your responsibility to be aware of important dates located on the university's academic calendar. This can be printed from the TAMUSA website.

**E-MAIL:** All email correspondence for this course will be via your Jaguar email account. Remember to check your TAMUSA email account regularly. Important class and university information will be sent through this account. It is your responsibility to make sure you can receive email through your Jaguar email account.

**BLACKBOARD:** Log into Blackboard to find a copy of the syllabus and course calendar. Blackboard also provides supplemental information and class assignments as directed. This site should be reviewed at least once a week.

**'Q' DATE:** Students with poor attendance may be dropped from the course on the 'Q' date. *Please refer to the Academic Calendar.*

**DROP/WITHDRAWAL:** The last day to withdraw or drop this course is posted on the Academic Calendar.

**PROFESSIONALISM:** Your education experience is intended to prepare you to be a successful and professional teacher. One aspect of professionalism is communication. In the future, you will be required to communicate with students' teachers, co-workers, and your boss to name a few. For this course, you will be required to communicate with your professor and your classmates. In both cases, you need to practice and show professionalism. **A friendly, professional email template will be included in Blackboard for your convenience.** If you send an unprofessional email, I will respond to your email encouraging you to practice professionalism in your communication. If you have a concern, problem or questions, please schedule a time to meet with me for discussion. Should the issue require further attention you must follow the grievance policy laid out in the TAMUSA System Center Student Handbook located at <http://www.tamuk.edu/sanantonio/studenthandbook.pdf>.

**GRADES:** You may access and monitor your grades through Blackboard. Check them frequently. It is your responsibility to monitor your grades. You may use the course grade calculations that are included under the point allotment table toward the top of this syllabus to calculate your grade (including points earned and points remaining in the semester).

**Academic Dishonesty:** Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic Dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submission, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. All students are responsible for being familiar with the Academic Dishonesty Policy which may be found in the Texas A&M University-San Antonio Student Handbook

<http://www.tamusa.tamus.edu/uploadfile/folders/aprado/Pdf/Pdf-635139861789259476-10.100.20.118.pdf>

(<http://www.tamusa.tamus.edu/studenthandbook.html>).

## IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Persons with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit <https://www.tamusa.edu/index.html> or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services.

**Crisis support is available 24/7 by calling the SCC at 210-784-1331** (after-hours select option '2'). For more information and self-help resources, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling)

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here:

<https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-operations-plan.pdf> and

<https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-action-plan.pdf>

Download the SafeZone App for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV



funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person room 202, or to contact the Office of Military Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodations to pregnant students that would be provided to a student with a temporary medical condition and that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

### *Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

### *Students' Responsibilities*

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, University Catalog and to comply with them, as well as federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#).

### **Broader Use of Generative AI Permitted Within Guidelines**

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. You may use AI to assist in completing ONE assignment in this class; you must indicate on which assignment you used AI, how you used AI, and a short (1-2 paragraphs) reflection of how AI was beneficial for that assignment. You must also cite the AI you used (see the NOTE below for citation guidelines). To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

**NOTE:** Guidance for how to cite AI-generators, like ChatGPT, can be found here <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

### **Important Dates:**

January 18	First day of class
March 11-17	Spring Break – No classes
March 29	Study Day – No classes
April 13	Last day to drop with an automatic “W”
April 20	Last day to drop a course or withdraw from the University
April 29	Last day of classes
April 30	Study Day – No classes
May 1-7	Final exams

*The complete academic calendar is available online:*

<https://www.tamusa.edu/academics/academic-calendar/index.html>

### **COMPETENCIES**

#### **PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES**

***Standard I.*** \* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

***Standard II.*** \* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

***Standard III.*** \* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

***Standard IV.*** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

#### **GENERALIST**

***Standard I.*** Oral Language: Teachers of young children understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills.

***Standard II.*** Phonological and Phonemic Awareness: Teachers of young children understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young children develop this awareness and its relationship to written language.

***Standard III.*** Alphabetic Principle: Teachers of young children understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps children understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

***Standard IV.*** Literacy Development and Practice: Teachers of young children 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 children’s literacy.

***Standard V.*** Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for children to improve their word analysis and decoding abilities.

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

**Standard VII.** Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children strategies for improving their comprehension.

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

#### ENGLISH LANGUAGE ARTS 4-8

**Standard I.** Oral Language: Teachers of students in grades 4–8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.

**Standard II.** Foundations of Reading: Teachers of students in grades 4–8 understand the foundations of reading and early literacy development.

**Standard III.** Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

**Standard IV.** Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.

#### SPECIAL EDUCATION EC-12

**Standard VI.** The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

**Standard X.** The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

**Standard XI.** The special education teacher promotes students' performance in English language arts and reading

EDRG 3315 Spring 2024 Course Calendar

\*Due dates and Topics are subject to change\*

Date	Module	Class Topic	To Do and Due
1/18	Module 1	Introductions Class Overview Syllabus TExES 293 Practice Exam	Review Syllabus and Class Policies  Complete TExES 293 Practice Exam
1/25	Module 1	Big Picture Background of Reading TExES 293 Practice Exam Score Review & Study Plan	<p><b>DUE:</b> Acknowledgement of Syllabus and Policies (due 1/25 @ 11:59pm)</p> <p><b>Read:</b> Section I (Word Structure) in Textbook (p. 19-64)</p> <p><b>Read:</b> Teaching Reading is Rocket Science (Blackboard)</p>
2/1	Module 2	Structure of the English Language  -Grapheme -Phoneme -Morpheme	<p><b>Read:</b> Section II (Early Literacy) in Textbook (p. 69–156)</p>
2/8	Module 2	Oral Language & Listening Comprehension	<p><b>View:</b> Phonological Awareness lesson video (*before 2/15 class meeting)</p>
2/15	Module 2	Phonological Awareness	<p><b>Practice:</b> Phonological Awareness activities</p> <p><b>Read:</b> Using Play to Develop Phonological Awareness (Blackboard)</p> <p><b>View:</b> Phonemic Awareness lesson video (*before 2/22 class meeting)</p>
2/22	Module 3	Phonemic Awareness	<p><b>Practice:</b> Phonemic Awareness activities</p>

			<p><b>DUE:</b> Component of Literacy Reflection Post 1 (Phonemic Awareness) due 2/28 @ 11:59pm</p> <p><b>DUE:</b> Practice Quiz 1 due 2/28 @ 11:59pm</p> <p><b>Prepare: Assessment 1</b></p>
2/29	Module 3	<p><b>Assessment 1</b></p> <p><b>*No class meeting</b></p> <p><b>**Assessment will be open for 24 hours on 2/29</b></p>	<p><b>Read:</b> Section III (Decoding and Word Recognition) in Textbook (p. 161–318)</p> <p><b>View:</b> Phonics, Spelling, &amp; Syllables lesson video (**before 3/7 class meeting)</p>
3/7	Module 4	<p>Phonics</p> <ul style="list-style-type: none"> <li>-Alphabetic Principle</li> <li>-Phonics Generalizations</li> <li>-Spelling Generalizations</li> </ul>	<p><b>Practice:</b> Phonics activities</p>
3/14	<b>SPRING BREAK</b>		
3/21	Module 4	<p>Phonics</p> <ul style="list-style-type: none"> <li>-Syllable Types</li> <li>-Syllable Division patterns</li> </ul>	<p><b>Practice:</b> Phonics activities</p> <p><b>DUE:</b> Component of Literacy Reflection Post 2 (Phonics) due 3/27 @ 11:59pm</p>
3/28	Module 4	Individual Check-In Meetings	<p><b>Practice: Phonics Activities</b></p> <p><b>DUE:</b> Practice Quiz 2 due 4/3 @ 11:59pm</p> <p><b>Prepare: Assessment 2</b></p>
4/4*	Module 4	<p><b>Assessment 2</b></p> <p><b>*No class meeting</b></p> <p><b>**Assessment will be open for 24 hours on 4/4</b></p>	<p><b>Read:</b> Section IV (Fluency Instruction) in Textbook (p. 360–404)</p>



			<b>DUE:</b> Lesson Snapshot due 4/10 @ 11:59pm
4/11	Module 5	Fluency	<b>Read:</b> Section V (Vocabulary) in Textbook (p. 407–606) <b>DUE:</b> Component of Literacy Reflection Post 3 (Fluency) due 4/17 @ 11:59pm
4/18	Module 6	Vocabulary	<b>Read:</b> Section VI (Comprehension) in Textbook (p. 607–742) <b>DUE:</b> Component of Literacy Reflection Post 4 (Vocabulary) due 4/24 @ 11:59pm
4/25 <b>Last class meeting</b>	Module 7	Comprehension	<b>DUE:</b> Component of Literacy Reflection Post 5 (Comprehension) due 4/29 @ 11:59pm
5/2	Module 7	<b>Literacy Center Project due (submit online)</b>	<b>DUE:</b> Literacy Centers due 5/2 @ 11:59pm