TEXAS A&M UNIVERSITY SAN ANTONIO

EDRG 5312: Advanced Phonics, Spelling, and Fluency
(3 hours) (Synchronous)

Course Website: tamusa.blackboard.com

Course Description:

This course focuses on advanced phonics skills and fluency. The course examines the six syllable types and common division patterns, and the influence of syllabication on decoding. The role of morphology and orthography will, also, be examined to determine their impact on decoding. Lastly, fluency will be discussed and its relation to decoding and comprehension. (3 hours).

MAJOR COURSE REQUIREMENTS:

1. Develop a lesson plan and teach an advanced phonics skill and a spelling generalization to a small group of students
2. Assess the fluency of a student who struggles with reading. Analyze and report the findings in relation to the student's decoding and comprehension capabilities.

LEARNING OBJECTIVES:

Upon completion of this course students will be able to:

1. Teach the syllable types and common division patterns
2. Determine appropriate phonics instruction for students and especially those who struggle with decoding
3. Provide morphological and orthographic instruction to elementary and secondary students
4. Assess elementary and secondary students' fluency and determine the impact it has on the students' decoding and comprehension

STANDARDS:

International Literacy Association

- Standard 2: Curriculum and Instruction
- Standard 3: Assessment and Evaluation
- Standard 5: Literate Environment
- Standard 6: Professional Learning and Leadership

Texas Reading Specialist Standards

Knowledge	Application	Assignment
Word Identification (Knowledge)	Word identification (Application)	Small Group Planning and Teaching
1.12 k word identification strategies (e.g., application of the alphabetic principle, structural analysis, syllabication, identification of high-frequency sight words, use of context clues) when reading words in context;	1.15 s plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing informal and formal assessment of individual students' word identification skills;	
1.13 k strategies for confirming word pronunciation and/or meaning when reading words in context (e.g., use of context clues and resource materials);	1.16 s select and use instructional materials and strategies that reflect cultural diversity, are based on a convergence of research evidence, and promote students' understanding and application of word identification skills;	
1.14 k expected patterns of development in the use of word identification strategies, implications of individual variations in development in this area, and instructional strategies that develop and accelerate students' skills in word identification and are based on a convergence of research evidence; and	1.17 s provide systematic instruction and reinforcing activities to promote students' word identification skills, including the use of increasingly complex, connected text; and	
1.15 k delays or differences in students' development of word identification skills and when such delays/differences warrant further assessment and additional intervention.	1.18 s use a variety of instructional methods to teach and reinforce word identification skills.	

Fluency (Knowledge)	Written Language (Application)	Small Group Planning and Teaching
1.16 k the relationship between reading fluency and comprehension; 1.17 k expected patterns of development in reading fluency (including developmental benchmarks), implications of individual variations in the development of fluency, and instructional strategies that develop students' fluency and are based on a convergence of research evidence; and 1.18 k delays or differences in students' fluency and when such delays/differences warrant further assessment and additional intervention	1.47s provide systematic spelling instruction in common spelling patterns based on phonics skills already taught, and provide opportunities for students to use and develop their spelling skills in the context of meaningful written expression;	
	Fluency (Application) 1.19 s plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing informal and formal assessment of individual students' reading fluency; 1.20 s select and use instructional materials and strategies that reflect cultural diversity, are based on a convergence of research evidence, and promote students' reading fluency; 1.21 sprovide systematic instruction and reinforcing activities to promote students' reading fluency; and 1.22 s use a variety of instructional methods to teach and reinforce students' reading fluency.	Fluency Assessment using Quantitative Reasoning

LECTURE OR DISCUSSION TOPICS

- Review of oral language, phonological and phonemic awareness, and the alphabetic principle
  - Word Identification Skills
    - Alphabetic Principle
    - Structural and Morphemic Analyses
    - Syllabication
    - High-Frequency Sight Words
    - Use of Context Clues
    - Assessment, Intervention, and Instruction
- Encoding/Spelling (Common Spelling Patterns/Orthographic Principle)
- Fluency as a Bridge to Between Decoding and Comprehension
  - Skills
  - Strategies
  - Assessment, Intervention, and Instruction

Required Materials:

Your course textbooks are available for purchase at:

https://www.bkstr.com/texasamsanantoniostore/home

(You may, also, choose other retailers.)

Carreker, S. (2011). *Multisensory teaching of basic language skills activity
   book*. Baltimore: Brookes Publishing Co.

Henry, M. K. (2010). Unlocking literacy: Effective decoding & spelling instruction: Baltimore:
   Brookes Publishing Co.

Honig, B., Diamond, L., & Gutlohn, L. (2013). *CORE: Teaching reading sourcebook*. Novato, CA:
   Arena Press.

Course Structure:

How to Access our Course and Get Started:

- Log into Blackboard: tamusa.blackboard.com
- Under "My Courses," locate our course and click on it.
- This will take you to the course home page. View the announcement on the homepage and proceed to the "Start Here" area.

Technology Requirements and Support:

1. A computer with a webcam and access to the internet and a quiet place
2. Google Chrome (web browser)
3. You will need internet speed, in which video can play.
4. You will need Microsoft Word and Microsoft Powerpoint to complete your assignments.

What I Expect of You:

❖ Plan your schedule to ensure you have approximately 10 hours per week to spend on this class and take time to identify where and when you'll do your learning.

❖ Review the due dates for the assignments (see Course Structure section) to orient yourself to the flow of the learning. This course requires regular engagement throughout each week.

If You Have Technical Problems:

Follow these steps:

1. Clear Your Cache on Your Browser
2. Try a different browser (Chrome , Firefox, Safari)
3. Shutdown and restart your computer
4. If your problems persist, contact the University Help desk Help Desk Website (helpdesk@tamusa.edu) or 210-784-4357.

Evaluation and Grading: Note: Dates are tentative and subject to change. Please check Blackboard at least once a week.

Assignment	Points	Percentage
Small Group Planning & Teaching	20	20%
Fluency Assignment using Quantitative Reasoning	12	12%
Article Critique (2)	15 x 2 = 30	30%
Assessment	30	30%
Attendance & Participation	8	8%
TOTAL	100	100%

Active Attendance and Participation are REQUIRED.
A=90-100   C=70-79
B=80-89   D=60-69   F<60
**Total all of your points to determine your grade using the ranges provided above.

ASSIGNMENTS:

1. **Small Group Planning and Teaching Assignment
* You will be responsible for planning instruction for two small groups of students. The first lesson plan will focus on an advanced phonics skill for learners in Grade 3+. The lesson plan must follow the TEKS. The lesson should last between 15-20 minutes. Next, you will develop a spelling lesson plan focused on a specific spelling pattern. The focused spelling pattern must be age appropriate for learners who are Grade 3+. You will submit your lesson plans prior to teaching the lesson. Provide the materials (if any) you plan to use during the lesson. This assignment counts 20 points.

2. Fluency Assessment using Quantitative Reasoning
You will complete the fluency project, which includes constructing responses based upon fluency data. Data includes: letter name fluency, nonword fluency, and reading (text) fluency. Based upon the data, you must determine if the student is meeting the benchmark for each of the fluency skills. In the constructed response, you must include fluency data. Additionally, you will be responsible for displaying the data using a visual representation. Please review the rubric to determine what must be incorporated in the written response and with the visual representation. This assignment counts 12 points.

3. Article Critiques (Information taken from: Massachusetts DOE)-
    * Read the information below.
    * Find two articles (1 research and 1 practical) based upon an advanced phonics skill below (or any bolded word below).
    * Write a 2-3-page article critique using APA format. (Follow the guidelines on the directions and rubric.) Post your critique to the Discussion Board.
    * Respond to two peers' article critique.
    * This assignment counts 30 total points.
    Advanced Phonics refers to the knowledge and strategies required to decode multisyllabic words, including morphology and information about the meaning, pronunciation, and parts of speech of words gained from knowledge of prefixes, roots, and suffixes (Florida Center for Reading Research Glossary of Reading Terms). There is also an emphasis on more complex **spelling** as phonics skills advance. **Morphology** refers to the knowledge of the

meaningful word parts in the language (IES Practice Guide "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade"). Advanced phonics is sometimes called **word analysis**. This is because advanced phonics involves breaking words down into their smallest units of meaning — morphemes.

What Skills Are Involved in Advanced Phonics?
Spelling the more challenging phoneme-grapheme correspondences, including **three-consonant blends, digraphs, trigraphs, and silent consonants, six syllable types, construction of multisyllabic words, division principles to read and spell multisyllabic words, reading and spelling inflectional suffixes, reading and spelling common prefixes and Latin roots, reading and spelling words with irregular past tense and plurals** (Moats & Tolman, 2019).

4. Advanced Phonics, Spelling and Fluency Assessment
   You will take one assessment in this course. This test will assess your knowledge of advanced phonics, spelling, and fluency. This assessment counts 30 points.