

MURRAY STATE UNIVERSITY

Revised 9/15

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: REA

COURSE NUMBER: 626

CREDIT HOURS: 3

- I. TITLE:** Word Study: Phonics, Spelling, and Vocabulary
- II. COURSE DESCRIPTION AND PREREQUISITE(S):** This course is designed to help teachers and reading specialists assess the word knowledge of students and to make informed decisions regarding instruction based on that assessment. This course will provide hands-on opportunities to make conceptually based word study lessons to meet developmental needs in phonics, spelling, and vocabulary.
Prerequisite(s): REA 612
- III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards, the International Literacy Association's (ILA) Standards for Reading Professionals, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to:

 - A.** understand the theoretical perspectives of word knowledge and its relationship to reading/literacy development (KTS 1; ILA 1; InTASC 4j);
 - B.** identify research that supports developmental phonics/spelling theory (KTS 1; ILA 1.1; InTASC 4j);
 - C.** describe best practices in vocabulary instruction (KTS 1; IRA 1.1; InTASC 8);
 - D.** demonstrate skill in analyzing a qualitative spelling inventory (KTS 5; ILA 3.1, 3.2; InTASC 6);
 - E.** identify and describe characteristics of how children read, write, and spell along a developmental continuum (KTS 1,6; ILA 1.2, 4.1, InTASC 1);
 - F.** assess and analyze spelling/writing samples from children at various developmental stages (KTS 5; ILA 3.1, 3.2; InTASC 1, 6);
 - G.** reflect on the results of assessments to plan future instruction (KTS 7,10; ILA 3.3; InTASC 6L);
 - H.** design appropriate sorts and develop instructional plans based on children's spelling and other assessments (KTS 2,3,4; ILA 3.3, 5.1, 5.2, 5.3; InTASC 6L, 7L);
 - I.** design a classroom word study program for their own classroom including a weekly schedule, a list of Common Core Standards addressed by the program, and a description of how the program will help diverse students close the achievement gap (KTS 2; ILA 2.2; InTASC 2, 4).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course as students reflect on the results of assessments to plan future instruction (Obj. G). The theme of Literacy/Reading is stressed throughout every course activity as students learn how to facilitate children's word study development. The theme of Assessment is explored through identifying, using, and creating multiple methods of assessing students'

phonics, spelling, and vocabulary knowledge (Obj. D, F, G, H). The themes of Diversity and Closing the Achievement Gap are addressed as students use assessments to determine diverse students' strengths and weaknesses and design instruction to meet the individual needs of students, and as they design a classroom word study program that will help diverse students close the achievement gap (Obj. D, F, G, H, I). College and career readiness is addressed through the design of a word study program that meets the Common Core Standards (Obj. I).

IV. CONTENT OUTLINE:

- A. What is Word Study?
- B. English Orthography
- C. Developmental Spelling
- D. Stages of Spelling Development
- E. Approaches to Word Study
- F. Research and Best Practice in Vocabulary Instruction

V. INSTRUCTIONAL ACTIVITIES:

- A. Viewing of online presentations/videos
- B. Implementation of and reflection on a variety of word study assessments and instructional activities
- C. Design of a word study program

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

None. Students are required to apply ideas from the class to their teaching.

VII. TEXT(S) AND RESOURCES:

Required Texts:

Bear, D. Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words their way: Word study for phonics, spelling and vocabulary instruction (5TH Ed.)*. Columbus OH: Merrill/Prentice Hall.

Beck, I., McKeown, M., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*. NY: Guilford Press.

Resources: The class is offered online through the CANVAS format. Students must also have a LiveText account. Students may use computers at Waterfield Library or the computer labs at Alexander Hall. A large number of texts about word study (phonics, spelling, vocabulary), as well as journals such as *The Reading Teacher*, *The Journal of Adolescent & Adult Literacy*, and *Language Arts*, are available at Waterfield Library. In addition, a number of readings will be made available online, and many more are available via electronic databases available through Waterfield library. All students are expected to use these resources.

VIII. EVALUATION AND GRADING PROCEDURES:

The Word Study Notebook serves as the key signature assessment for this course and must be uploaded to *Livertext* for evaluation. **Students must pass this assignment with a C or better to pass the course.**

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin. Students must show steady work throughout the semester.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall. (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. (270)809-2018 (voice), (270) 809-5889 (TDD).