

CTRD 5700/6700

Developmental Reading K-12

Fall 2011

Schedule: Tuesdays and Thursdays, 2:00-3:15 PM, 2423 HC

Instructor: Bruce A. Murray, Ph.D.

Associate Professor, Dept of Curriculum & Teaching

Coordinator of Reading Education

Office: 5066 Haley Center. Office phone: 844-6934.

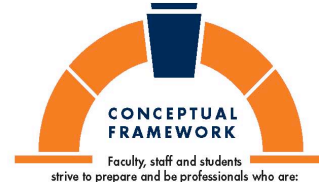
Departmental secretary: 844-4434. Fax: 844-6789.

E-mail: murraba@auburn.edu.

Reading Genie site: <http://www.auburn.edu/rdggenie> (please bookmark—many course materials are here).

Office hours: Mon, Tues, & Thurs, 4:00-4:50 PM and by appointment. I hope you'll feel welcome to e-mail, telephone, or by the office to pursue ideas from the course.

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



drop

Catalog description. Prerequisite: Admission to teacher education. Theoretical and research foundations for a balanced approach to reading assessment and instruction.

Developmental Reading K-12 addresses how to guide students' literacy development as they progress through the elementary and secondary school curriculum. About half the course will be devoted to methods of teaching students how to read (learning to read) and half to methods for teaching students to learn from texts (reading to learn). Our emphasis will be on explicit instruction in which teachers explain strategies in simple language, model strategies by dramatizing how to solve reading problems, arrange carefully graduated reading practice, and assess progress to keep reading challenging rather than frustrating. Because CTRD 5700/6700 is designed with special attention to the challenges facing Special Education teachers, we will look closely at ways to help struggling readers.

Texts. The required textbook is Gunning, Thomas G. (2010). Selected chapters from *Creating Literacy Instruction for All Students* (7th Ed.). Boston: Pearson Custom Education. There are also five required supplemental readings (see list below). These readings have been placed on 2-hour reserve in the LRC. I will send them to you by e-mail as PDF files. I recommend you make copies of these supplementary readings for annotation, study, and reference.

Ehri, L. C. (1998). Grapheme-phoneme knowledge is essential for learning to read words in English. In J. L. Metsala & L. C. Ehri (Eds.), *Word recognition in beginning literacy* (pp. 3-40). Mahwah, NJ: Erlbaum.
(Note: The entire book is reserved in the LRC.)

Murray, B. A., & Lesniak, T. (1999). The letterbox lesson: A hands-on approach for teaching decoding. *The Reading Teacher*, 52, 644-650.

Samuels, S. J. (1979). The method of repeated readings. *The Reading Teacher*, 32, 403-408.

Wallach, M. A., & Wallach, L. (1979). Helping disadvantaged children learn to read by teaching them phoneme identification skills. In L. B. Resnick & P. A. Weaver (Eds.), *Theory and practice of early reading*, Vol. 3. Hillsdale, NJ: Erlbaum.

Wilson, P. (1992). Among nonreaders: Voluntary reading, reading achievement, and the development of reading habits. In C. Temple and P. Collins (Eds.), *Stories and readers: New perspectives on literature in the elementary classroom* (pp. 157-169). Norwood, MA: Christopher Gordon. (Note: The entire book is reserved in the LRC.)

Course Goals. Those who successfully complete the requirements of CTRD 5700/6700 will demonstrate a basic understanding of . . .

- ⇒ Readers' general course of literacy development, and specific ability to recognize words, in terms of stages or phases that suggest past achievements and present challenges.
- ⇒ Theories and models of oral and written communication and of language and literacy development, which help us understand the complexity and diversity of language and communication learning with children of varying learning needs.

To apply this knowledge, students will learn to . . .

- ⇒ Design explicit lessons that include developmentally appropriate explanations, modeling that reveals

how a strategy is carried out, simplified practice allowing every student to succeed, extended practice reading connected text, and valid assessment that reveals learning and provides direction for further instruction.

- ⇒ Give book talks and read aloud illustrated storybooks with a manner and pace that communicates with young children and encourages interaction and learning.
- ⇒ Teach phoneme awareness lessons that enable beginners to recognize phonemes in spoken words.
- ⇒ Teach letterbox lessons that help children learn useful correspondences and read unfamiliar words.
- ⇒ Teach explicit phonics lessons that give beginners decoding tools to unlock the identities of words and add them to their sight vocabularies.
- ⇒ Scaffold oral reading in decodable text to help novice readers learn words, gain fluency, comprehend stories, and enjoy reading.
- ⇒ Teach fluency lessons involving repeated readings of decodable text, and encourage students to read voluntarily.
- ⇒ Guide readings of children's literature and encourage students' aesthetic responses to reading.
- ⇒ Teach semantically related vocabulary words to students in ways that establish their meanings for use in comprehension and expression.
- ⇒ Teach explicit comprehension lessons that give students strategies for learning from challenging text.
- ⇒ Use text structures and high-level questioning to guide students' reading of expository text.
- ⇒ Help students use writing to study and remember the content of expository text.
- ⇒ Select and administer tests to assess students' reading ability, identify possible causes of reading breakdown, and determine instructional goals.

COURSE REQUIREMENTS

Attendance. Class attendance and engaged participation are essential to achieving the goals of this course. Missing class is like skipping a chapter in a book—what follows is harder to understand. You will need a thorough understanding of teaching and assessment techniques I will explain and model in class as well as opportunities to consolidate course readings with other students.

Excused absences are defined by Auburn University policy. You may be excused for illness, a serious illness or death of someone in your immediate family, a special school or university activity (including teaching responsibilities), a religious holiday, or a subpoena to appear in court. For full attendance credit, I will need written documentation of the excusing information. For partial credit, you may notify me on or before the day you miss (note office number, email address, and telephone and fax numbers above).

You will earn points by attending class and arriving on time (see grading plan below). Late quizzes and assignments will lose 10% credit per unexcused weekday late (including days we don't meet), to a maximum of 30% lost credit. For example, a 20-point assignment due Monday would be worth 14 points at most by Thursday. Unexcused missed quizzes may not be made up after class papers are returned. If your absence is excused, assignments will be due the next weekday and will begin to incur late penalties the weekday following, unless you provide daily updates of continuing excusing information. If you must miss a class, please arrange for a classmate to secure notes and materials or e-mail me for notes. Assignments may be turned in by a friend or sent by e-mail to avoid late penalties. Quizzes may be taken in my office (5066 HC). If you do send work by e-mail, please watch for error messages or for my acknowledgement. *E-mail errors will not negate late penalties.*

Grading Plan. Approximately 670 points may be earned by various means. Semester grades will be calculated by determining the student's percentage of this total, where 90-100% is A, 80-89% is B, 70-79% is C, and 60-69% is D. Please note that this is only a plan; point totals for course achievements may change during the course of the semester if assignments are added or deleted.

§ Attendance: 60 points, 30 classes @ 2 points each class attended or with written evidence of a university-approved excuse; 1 point for arriving more than 5 minutes after the beginning of class or for notification of a university-approved excuse by the day of absence without documentation.

§ Lesson designs: 200 points; see individual point values below.

§ Quizzes: 210 points; 7 @ 10 points each and 7 @ 20 points each.

§ Midterm and final exams: 200 points; 2 exams @ 100 points each.

Lesson designs project (200 points). As we study developmental reading, you will compose and pilot brief lesson designs for a range of literacy goals. To compose the design, you will assemble features to make the lesson whole and complete, usually including an explanation, a model, a simple activity for motivated

practice, reading a whole text, and an assessment. To pilot the design, you will try it out. You may try it with an imaginary student (i.e., you can imagine how a student might respond to your lesson), with a "simulated student" (an adult simulating the role of a student; 1 point extra credit), or with an actual student(s) at the appropriate developmental level (2 points extra credit). As the time to add each component nears, I will provide a specific checklist to help you prepare. After teaching the lesson, you will write a brief report on what happened, commenting on each item on the checklist. At the conclusion of the course, you will have created a collection of teaching ideas across the developmental spectrum, with feedback from imaginary, simulated, or actual students. Specific point values for components of this project are as follows:

- 15 A read-aloud of an illustrated storybook with a manner and pace that communicates with young children and encourages interaction and learning.
- 15 A phoneme awareness lesson to teach beginners to recognize a consonant phoneme in the context of spoken words.
- 20 A letterbox lesson to teach one new vowel correspondence to spell and read unfamiliar words.
- 20 An explicit phonics lesson, based on a major English vowel or digraph correspondence, to give beginners a decoding tool to unlock the identities of words and add them to their sight vocabularies.
- 15 An oral reading lesson, scaffolding a student's reading of decodable text.
- 15 A fluency lesson involving repeated readings of decodable text.
- 15 A guided reading of literature that encourages students' aesthetic responses.
- 20 A vocabulary lesson with a group of semantically related words that establishes word ownership.
- 20 An explicit comprehension lesson that teaches a strategy for learning from challenging text.
- 15 A guided lesson with an expository text emphasizing text structures and high-level questioning.
- 15 A lesson involving writing to help students study and remember the content of an expository text.
- 15 An assessment of a student's reading ability to identify possible causes of reading breakdown and determine instructional goals.

Quizzes will be administered for each assigned reading (see calendar) to monitor your understanding of assigned readings. Quizzes will assess main ideas and important details in the readings. My intention is to make quizzes so easy that anyone who has read the material with ordinary understanding will do well, but so difficult that anyone who has not read will not do well. Some quizzes will be worth 10 points; quizzes for long chapters split into two reading assignments will be worth 20 points.

Exams. The midterm and final exams will feature both objective questions (e.g., multiple choice, true-false, and matching questions) and essay items (brief explanations, abbreviated lesson designs, and at least one extended essay selected from several options and planned using an outline, web, or graphic). Exams will cover both assigned readings and class work (see calendar for schedule). Questions will generally aim at an applied level of understanding rather than literal recall.

UNIVERSITY AND COLLEGE POLICIES

Participation. All students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met and for initiating arrangements for missed work.




Unannounced Quizzes. There will be no unannounced quizzes.

Accommodations. Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.





Academic Honesty Policy. All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Professionalism. Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.
















CTRD 5700/6700, Fall Semester 2010

Assigned readings are indicated by the symbol , written assignments by , and quizzes and exams by . Readings are to be completed *before* the class for which they are assigned. Supplementary books and articles are on 2-hour reserve in the LRC. Assignments and dates are subject to change.
















August

Sun	Mon	Tuesday	Wed	Thursday	Fri	Sat
14	15	16	17	18 Introduce course (video; no class).	19	20
21	22	23  Chap. 1.	24	25  Ehri. How to give a book talk.  Quiz, Chap. 1 (10).	26	27
28	29	30 Book talk practice.  Quiz, Ehri (10).	31			














September

Sun	Mon	Tuesday	Wed	Thursday	Fri	Sat
				1  Chap. 2, Part I.  Read aloud lesson.	2	3
4	5	6  Chap. 2, Part II	7	8  Wallach & Wallach. How to teach phoneme awareness.  Quiz, Chap. 2 (20).	9	10
11	12	13  Quiz, Wallach & Wallach (10).  Phoneme awareness lesson.	14	15  Murray & Lesniak. Bring materials for letterbox lesson.	16	17
18	19	20  Chap. 3, Part I.  Letterbox lesson.  Quiz, the letterbox lesson (10).	21	22  Chap. 3, Part II.	23	24
25	26	27  Explicit phonics lesson.  Quiz, Chap. 3 (20).	28	29  Samuels.	30	


October

Sun	Mon	Tuesday	Wed	Thursday	Fri	Sat
						1
2	3	4  Wilson.  Oral reading lesson.  Quiz, Samuels (10).	5	6  Quiz, Wilson (10).  Fluency lesson.	7	8
9	10	11  MIDTERM EXAM	12	13  Chap. 4, Part I.	14	15
16	17	18  Chap. 4, Part II.  Quiz, Chap. 4 (20).	19	20  Chap. 5, Part I.  Guided reading of literature lesson.	21	22
23	24	25  Chap. 5, Part II.  Quiz, Chap. 6 (20).	26	27  Chap. 6, Part I.  Vocabulary lesson	28	29
30	31					

November

Sun	Mon	Tuesday	Wed	Thursday	Fri	Sat
		1  Chap. 6, Part II.  Quiz, Chap. 6 (20).	2	3  Chap. 7, Part I.  Comprehension lesson.	4	5
6	7	8  Chap. 7, Part II.  Quiz, Chap. 7 (20).	9	10  Chap. 8, Part I.  Guided reading of expository text.	11	12
13	14	15  Chap. 8, Part II.  Quiz, Chap. 8 (20).	16	17 Reading assessment.  Studying expository text.	18	19
20	21	22 HAPPY THANKSGIVING	23	24 HAPPY THANKSGIVING	25	26
27	28	29  Assessment.  Quiz, Assessment (10).	30			

December

Sun	Monday	Tuesday	Wed	Thursday	Fri	Sat
				1 Make-up day if necessary.	2	3
4	5  FINAL EXAM 4:00-6:30 PM	6	7	8	9	10