Auburn University

College Of Education



Department: Department of Curriculum & Teaching Reading Education

Program: Early Childhood Education

Course Title: Fundamentals of Language and Literacy Instruction

Course Number: CTRD 3710, Section 002, Room 2423

Course Credit: 3 hours

Semester: Fall 2013

Instructor: Dr. Victoria Cardullo

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Office Hours: Tues, & Thurs, 10:00-11:30 Am, Wens 2:30-3:30 PM and by appointment.

Schedule: Tuesdays and Thursdays 8:00-9:50.

Classroom: 2423 Haley Center from 8:00-9:50 am (Tuesdays).

Lab: 8:00-9:50 (Dean Road Elem) (Thursdays)

**Catalog Description:**

Prerequisites: CTRD 3700, admission to teacher Education. Research-based theory and teaching strategies to meet the language and literacy needs of all children, especially those at risk of reading difficulties. This course includes weekly laboratory-teaching experience.

CTRD 3710 focuses on teaching children how to read during the developmental stages of emergent literacy, beginning reading, growing independence and fluency, and reading to learn. Students at each of these stages are commonly found in every grade in today’s elementary schools. You will learn to teach students to break the code of alphabetic writing, to identify and spell words, to develop sight vocabulary for fluent reading, and to learn strategies for understanding and learning from expository texts. As we survey each developmental stage, we will critically examine prevailing theories and practices in the light of scientific studies of reading. CTRD 3710 includes a field experience working with primary-grade students who are not yet fluent readers. Thus, as you study the research on teaching children how to read, you will apply what you learn in practical teaching experiences.

**Text:**

**Required Text:**

Cooter, Flynt, & Cooter . (2014). The flynt/cooter comprehensive reading inventory-2: Assessment of k-12 reading skills in English and Spanish. Pearson, NY.

Additional readings will be posted in Canvas Course

**Course Goals:**

Upon completion of this course, students will be able to:

* Understand the nature of our writing system and the challenges children face at each stage of learning to read.
* Recognize the special difficulties in learning to read for children marginally prepared by home literacy experiences.
* Understand, assess, and teach the component abilities involved in learning an alphabetic writing system, including phoneme awareness, letter recognition, and concepts about print.
* Understand how children can be taught to break the alphabetic code of written English, to identify words from their spellings, and to achieve early reading independence.
* Understand how children can be helped to gain reading fluency and develop interest in reading that extends beyond the classroom, using a variety of books and multimedia materials.
* Understand how to teach strategies for comprehending complex narrative and expository texts.
* Design explicit lessons that include clear, developmentally appropriate explanations, modeling that dramatizes how to solve a problem, simplified practice allowing every student to succeed, extended practice reading connected text, and valid assessment to provide direction for further instruction.
* Tutor struggling readers in the primary grades to make measurable progress in reading.

**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. Excused absences are defined in the *AU Bulletin*: You may be excused for personal illness, a serious illness or death of someone in your immediate family, a field trip, a religious holiday, or a subpoena. For a provisional excuse, please notify me on or before the day you miss by leaving a message by e-mail or telephone (no documentation is necessary). For a fully excused absence, you will need to provide documentation for your absence.

You will earn up to 60 points by attending class and arriving on time (see grading plan below). Quizzes missed because of unexcused absences may not be made up. Late assignments lose 10% credit per unexcused *weekday* late (including weekdays when we do not meet) to a maximum of 30% lost credit. For example, a 20-point assignment due Tuesday would be worth at most 14 points by Friday. If your absence is excused, any assignment will be due the following weekday and will begin to incur late penalties on the second weekday unless you provide daily updates of continuing excusing information. Assignments may be sent by course e-mail to avoid late penalties. If you do send work by e-mail, address it carefully (Label clearly in Subject of email) and watch for error messages or for my acknowledgement. Note: *E-mail errors will not negate late penalties.*

Absence from tutoring responsibilities limits your student’s reading progress and may create management problems for the teacher. If in an emergency, you cannot teach your student, please call the school well *before* lab begins to leave a message for the classroom teacher. Contact me as soon as possible. Later, contact the teacher to arrange an alternate time for tutoring. (Note: An alarm with a battery backup is an essential educational investment.)

**Grading Plan:**

Semester grades will be calculated by determining the percentage of the total number of available points. Approximately 785points may be earned.

The final grade for the course is based on the following:

90%-100%= A

80%-89% = B

70%-79% = C

60%-69% = D

Below 60% = F  
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.

You will earn points for the following achievements:

* Attendance and Participation *(*60 points) 2 points may be earned for attending each session or for a fully excused absence (1 point for a provisionally excused absence or for arriving more than 5 minutes after the beginning of class or less than 5 minutes before tutoring).
* Lesson design project(120 points). 6 lessons @ 20 points each
* Tutoring(120 points) 6 reflections based on lesson plans and outcome @ 20 points each
* Case Study Part I ( 200 points)
* Case Study Part II (65 points)
* Parent informational letter ( 20 points)
* Quiz (3)- 10 points each, Midterm (70 points) and Final Exam(100 points).

**Tutoring:**

To apply what you are learning, you will plan, teach, and evaluate lessons and develop a literacy report for a primary-grade struggling reader. Twelve weekly tutoring sessions are scheduled (see calendar). You must successfully complete the tutoring to receive credit for this course.

Grades will be based on your lesson plans and literacy report, not on an evaluation of your teaching. Your lessons will follow a four-activity routine adapted from the Reading Recovery program, based on the work of Marie Clay. In each lesson you will assess your student’s progress with a familiar book, teach your student a new correspondence with a letterbox lesson or other activity, introduce a new book and scaffold your student's reading, and help your student write a message. Every other week you will write a brief reflection on the previous lesson and a plan for the lesson to be taught the following week (see calendar). Your reflection and plan must be submitted by course e-mail attachment after tutoring but before midnight. I can read word processing files in Microsoft Word or any file saved in rich text format. Detailed checklists will guide your planning.

Throughout the semester, you will write a report for your student’s teacher. The report will record your observations of the student’s behavior, explain what you taught, discuss the student’s current reading abilities and needs, and make recommendations to teachers based on your findings. This report must be submitted by e-mail attachment. You will also complete an informational parent letter. (Details will be given in class)

*Materials Needed for Tutoring*

* A 3-sided project board of Styrofoam or cardboard. This board serves as a portable classroom or “cubby,” a screen from distracting sights and sounds, and a place to mount lesson materials and student work. Because we usually work on the floor, I recommend getting a throw rug or a large towel for you and your student to sit on.
* Primary writing paper (the kind with dotted guidelines between solid lines suggestions and copies are located on Canvas and a pencil box with pencils, pens, colored pencil, crayons, stickers, erasers, ect...
* Letter manipulatives- plastic lower-case letter tiles are easier to handle. ( see suggestions in course canvas)
* Letterboxes (Elkonin boxes), cardstock squares showing the number of phonemes in a word. Directions for letters and letterboxes are located in Course Canvas
* Composition notebook- Student strategic log

**Tutoring Policies:**

* *DRESS:* Dress appropriately in the “uniform” of a teacher. While schools allow some variation, denim and tee shirts are usually NOT appropriate. Women should consider wearing slacks because we typically work on the floor. Remember every time you are on campus is a potential interview!
* *PREPARATION:* Have your lesson plan completely prepared before your arrival. In the brief moments before meeting your student, you will not have time to prepare book introductions, devise letterbox example words, etc.
  + Arrive at least 10 minutes before your scheduled lesson time to set up your materials and to make any last minute revisions before meeting your student. Late arrival (less than 5 minutes before the scheduled time) will lose attendance points.
* *MOMENTUM:* Bring a timepiece to tutoring (most cell phones have a timer - do not use the phone for other purposes during tutoring.) Use the timer to pace your lesson and record fluency. All children must be picked up and returned at the same time so the teacher can stay on schedule. You may not keep your student longer than the designated time.
* *FOCUS*: Do not allow your student to stray from the lesson or disrupt others’ learning. Recognize and reward your student’s work and attention, and be consistent with behaviors.
* *POSITIVE REINFORCEMENT*: Offer your student positive reinforcement and positive specific praise. (No tangible gifts)
* *RESPONSIBILITY:* **You are responsible for your student’s safety. Do not leave your student unattended at any time.**
* *OBLIGATIONS:* Reschedule a lesson time with the classroom teacher if you cannot meet your tutoring obligation.
* *ENTHUSIUSUM:* Always make decisions based on what is best for the student. Enjoy your tutoring experience. Your student should feel your personal warmth and see your enthusiasm for reading.

**Lesson Design Project: Students will create 6 lesson plans to support the “**Four Reading Stages” of reading: Depending upon student data results lessons may have to begin at the emergent level and move to the beginning reading level or may move from beginning reading to growing independence. (We will discuss this in class)

* *Emergent literacy,* ideas for teaching letter recognition, phoneme awareness, or concepts about print.
* *Beginning reading,* ideas for teaching students to decode or spell words.
* *Growing independence and fluency,* ideas for teaching students to read with automatic word recognition, which allows faster, smoother, more expressive, and silent reading, and which encourages voluntary, avid reading.
* *Reading to learn,* ideas for teaching comprehension strategies with challenging texts.

You will design one explicit lesson for each of these stages. In selecting activities, keep in mind that the outcome we are after is learning, whether or not the lesson is fun or popular. Your instruction must be based on scientific studies of reading. Design complete lessons with well-defined goals, easy-to-understand explanations, explicit modeling, simplified practice guided by the teacher, application in longer connected texts, and assessment to determine whether children have learned what the lesson is designed to teach. You will present drafts of your lesson ideas periodically for peer review and receive feedback. I will offer feedback on the drafts for content (not mechanics) to help you revise and strengthen the lessons.

**Exams:**

The midterm and final exams will be based on both class work and readings, with primary emphasis on material from the text. The quiz (3) will help you develop a reflective stance for writing and reading development through assessment and research.

**Classroom Expectations and Group Norms:**

* + Be respectful of yourself and others. Talking while others are addressing the class (including the instructor) is not appropriate. No put downs.
  + The class will start and end at the instructor’s designated time. If you arrive late or leave early more than once points will be deducted from your attendance and participation.
  + No unauthorized guests.
  + Cell phones, beepers, and pagers must be turned off or placed on vibrate mode. Excessive use of cell phones and other technology during class time will result in loss of points.

**Assignment Requirements:**

All assignments must be typed unless otherwise noted by the instructor. If your assignment contains excessive writing errors *it will not be accepted*. Make sure to proof read any submitted work before turning it in. Typographical and grammar errors will result in the lowering of an assignment grade.

**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](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) (Title XII) will apply to this class. All academic honesty violations or alleged violations 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.

**Writing Center:**

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email [writctr@auburn.edu](mailto:writctr@auburn.edu) or call 334-844-7475 M-F  7:45am-4:45pm.

Calendar Fall 2013 Semester (Please note dates and concepts are subject to change)

All readings and assignments are due week of date posted.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Meeting Date | Tutoring/ Class Time | Topic(s) for current week | Reading for week of… | Assignments for week of… | Notes |
| Aug 22st | Class | Overview  Comprehensive Reading Inventory  Alphabetic Writing System & Stages of Development |  |  |  |
| Aug 27th | Class | Assessment Materials  EHRI discussion | \*\*\*Text Book   * Review CRI sections I-III pps 1-38 (be prepared to discuss and ask questions)  **\*\*\*PDF –** * Grapheme- Phoneme Knowledge is Essential for Learning to Read Words in English * ( EHRI) | Sticky notes  C-Notes |  |
| Aug 29th | Class | Assessment Tools   * Attitude interests, perceptions Intervention   Case Study outline | **\*\*\*PDF**   * Sound Boxes Clay * Sound Boxes Directions * Elkonin-sound box * Writing Practice (optional) | * Design a lesson using sound boxes   You will teach the lesson to a small group | See Lesson Plan Design in Course Canvas This will serve as a practice for the tutoring lessons  If available write a letter to your tutoring student. ( I will hand deliver them prior to our first visit. |
| Sept 3rd | Class | How to Assess to determine where reading is breaking down. Organization of testing material. Managing behavior. | \*\*\*Text Book  Review all assessments in Text book ( Become familiar with all elements) | Bring in copies of all assessments tools pages 31-70 (CRI)  Bring in your Strategic Reading Notebook | We will begin outlining all assessment and administration of assessments |
| Sept 5th | Tutoring | Reading Recovery discussion 4 elements of a lesson | **\*\*\*PDF**   * First Grade Reading Recovery * What is Reading Recovery | **Graphic Organizer**  **Both articles**  **synthesized** | **Prepare materials for tutoring**  **Tutoring board, strategic notebook, materials for tutoring, testing materials, Book to read, paper to write** |
| Sept 10 | Class | Phonics/Word Work  Phonemes  Intervention Strategies  Writing Case Study Part 1 | \*\*\*PDF   * Emergent Literacy Skills * Print Awareness | Begin progress monitoring | Administer all inventories pages 31-70  TEXTBOOK CRI |
| Sept 12th | Tutoring | Phonemes and Graphemes in words | \*\*\* Supplemental Book   * Put Reading First | Begin working on case study write up Bring book Put Reading First to class for Jigsaw activity  **Quiz- LPA- #1 due** |  |
| Sept 17 | Class | Running Records, Miscue Analysis, comprehension  Independent, instructional, Frustration levels | \*\*\*Textbook   * Review CRI Form A’s | <https://docs.alsde.edu/documents/54/1%202010%20Alabama%20English%20Language%20Arts%20Course%20of%20Study.pdf>  Post on your desktop for easy access | Interpretation of findings |
| Sept 19th | Tutoring | Interpretation of results and connections to interventions | \*\*\*PDF   * Running Record | Print all forms needed for tutoring session  Lesson plan #1 Due |  |
| Sept 24th | Class | Common Core Standards  Lesson Development | Based on your findings find a research article that supports your intervention. | Interpretation of testing  Bring Article to class be prepared to share your findings and support your intervention | Add to your case study part I write up |
| Sept 26th | Tutoring | Implementing interventions | * Common Core Ate my Baby * <http://www.alsde.edu/home/General/alccs.aspx>   Review the CCS web page | Lesson Plan #2 Due  <https://docs.alsde.edu/documents/54/1%202010%20Alabama%20English%20Language%20Arts%20Course%20of%20Study.pdf>  Print and bring to class pages 22- 32 CCSS (Grades K-1) |  |
| Oct 1st | Class | Vocabulary  Peer Review and Teacher  Feedback for Case Study Part 1 (small groups) | No reading work on Case Study part I |  |  |
| Oct 3rd | Tutoring | Fluency | No readings | Case Study Part 1 (for review)  Lesson Plan #3 Due | Case Study Part I Peer Review |
| Oct 8th | Class | Case Study Part 2 (overview)  Parent Letter (overview) | No readings finalize your case study | **Case Study Part 1** Due  **Quiz: LPA #2 Due** |  |
| Oct 10th | Tutoring | Oral Language Case Study Part 2 | Library article related to fluency | Continue interventions & progress monitoring  **Lesson Plan # 4 due** |  |
| Oct 15th | Class | Midterm exam | Library article related to Oral Language |  |  |
| Oct 17th | Tutoring | Print Rich Environment  Oral Language Development  Concepts of print | Library article related to CS students’ deficit | **Lesson plan #5 due** |  |
| Oct 22nd | Class | Phonics elements How to teach blending | After class visit 3 classrooms and take a picture of their print rich environment | **Load you pictures into the power point posted on course website on each slide write your name and the grade level of each picture be prepared to discuss in class** |  |
| Oct 24th | Tutoring | Sight word recognition |  | **Lesson plan #6 due**  **Prepare sight words on strips for assessment or flash cards** |  |
| Oct 29th | Class | Choosing text for reading instruction, decodable text , predictable text | Assessment of sight words |  |  |
| Oct 31st | Tutoring | Moving from decoding to fluency, stages of a fluent reader | \*\*\* PDF  Guided Reading | **Bring in text that could be used to support your students learning ( Book Talk)** |  |
| Nov 5th | Class | Teaching Vocabulary & Comprehension |  | **Plan for reassessment** |  |
| Nov 7th | Tutoring | Analyzing Writing |  | **Course Reflection #9** |  |
| Nov 12th | Class | Alternatives to Round Robin Reading | Traits of a writer | Reassess student based on intervention |  |
| Nov 14th | Tutoring | Gradual Release of Responsibility | \*\*\*PDF  RRR is ineffective  Alternatives to RRR | **Case Study Part 2 Peer review**  **Quiz- LPA #3 Due** |  |
| Nov 19th | Class | Small Groups- Case Study | \*\*\*PDF  Gradual Release Model  Gradual Release ( Fisher) | **Finish reassessment of your student** |  |
| Nov 21st | Tutoring | Non-Fiction/Informational Text | Library Article- 1 related to scaffolding or gradual release of responsibility | **Parent letter Peer review Strategic Reading Notebook Due** |  |
| Nov 26th | No Class Thanksgiving Break |  | Library Article- benefit of non-fiction text in primary grades | **Final tutoring session** |  |
| Nov 28th | No Class Thanksgiving Break |  |  |  |  |
| Dec 3rd | Class | RtI, Tiers of Intervention  How it fits in the school day  Problem Solving Process |  |  |  |
| Dec 5th | Class | Review for final | \*\*\*PDF   * Alabama RtI * Response to Instruction Plan   Auburn City Schools  2010-2011 School Year | Print and mark up using sticky notes |  |
| Final Exam |  |  |  |  |  |

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