**CTRD 3000**

**Auburn University**

Department: Department of Curriculum & Teaching

Reading Education

Program: Early Childhood Education

Course Title: Fundamentals of Language and

Literacy Instruction

Course Number: CTRD 3000, Section 001

Course Credit: 3 hours

Semester: Fall, 2014

Instructor: Kelly Hill, PhD

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Office Hours: M 1:00-4:00 & T 3:00-4:00,

by appointment

Schedule: Mondays and Wednesday 10:00-11:50

Classroom: 2423 Haley Center

Lab: W - 10:00-10:30

\*Cary Woods Elementary School

**1. COURSE DESCRIPTION**

**Catalog Description:**

Prerequisites: 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 3000 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 concepts about print, phonological awareness, use 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 3000 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:** (ALL Texts are Required)

Clay, M. (2013). *An observation survey of early literacy achievement,* 3rd ed. Heinemann.

Fountas, I. & Pinnell, G. S. (2012). *Prompting guide part 1 for oral reading and early writing*.

Heinemann.

Murray, B. (2012). *Making sight words: Teaching word recognition from phoneme awareness to fluency*.

Ronkonkoma, NY: Linus.

**Course Goals:**

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

* Understand the nature of reading and writing and how children develop along each stage of learning to read and write.
* Recognize the value of home literacy experiences for children as they learn to read and write.
* Understand, assess, and teach the components involved in early literacy development including: learning an alphabetic writing system, phonological awareness, letter and word recognition, and concepts about print.
* Understand the importance of helping children to develop interest in reading that extends beyond the classroom, using a variety of books and multimedia materials.
* Understand how to teach strategies for: vocabulary development, fluent reading, and comprehension of 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.

**2. 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 (one week notice required), or a subpoena. For a provisional excuse, please notify me before the day you miss by leaving a message by e-mail or telephone (no documentation is necessary). For a fully excused absence (and full attendance/participation points), you will need to provide documentation for your absence.

You will earn 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 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. Excessive absences from lab will result in an unsuccessful completion of the course.

**Tutoring:**

To apply what you are learning, you will plan, teach, and evaluate lessons and develop a literacy report for a primary-grade student who is struggling as a 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, reflections, a literacy report, and 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: (1) assess your student’s progress with a familiar book, (2) teach your student a foundational reading lesson (phonological or phonemic awareness lesson, a new correspondence with a letterbox lesson, sight word work, or other concepts about print activities), (3) help your student write a message, and (4) introduce a new book and scaffold your student's reading. Every week you will write a brief reflection on the previous lessons and a plan for the lessons 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 keep a strategic notebook in which you will record your observations of the student’s behavior, explain what you taught, and discuss the student’s current reading abilities and needs. You will also write a report for your student’s teaching and make recommendations to teachers based on your findings. This report must be submitted by e-mail attachment to the teacher and professor.

*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.
* Writing paper (suggestions and copies are located on Canvas), index cards, and a pencil box with pencils, pens, colored pencil, crayons, erasers, ect...
* Letter manipulatives- plastic lower-case letter tiles are easier to handle.
* Letterboxes (Elkonin boxes), cardstock squares showing the number of phonemes in a word and other teacher made materials for teaching lessons based on student needs and texts.
* Composition notebook- Student strategic log

**Tutoring Policies:**

* *CHECK-IN*: You will need to sign in at the office and check-in with me before meeting with your student.
* *DRESS:* Dress appropriately in the “uniform” of a teacher. While schools allow some variation, denim and t-shirts are NOT appropriate. Ladies 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 arrival. In the brief moments before meeting your student, you will not have time to prepare book introductions, 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 (30 minutes maximum).
* *FOCUS*: Keep your student engaged in the lesson so they do not disrupt others’ learning.
* *POSITIVE REINFORCEMENT*: Offer your student reinforcement through positive affirmations and specific feedback. (\*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. \*\*This must be cleared with the Professor as attendance is part of your normal class time!
* *ENTHUSIUSUM:* Always make decisions based on what is best for the student. Enjoy your tutoring experience. Your student should feel that you care about him/her and see your enthusiasm for reading, thinking, teaching, and learning.

**Grading Plan:**

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 the course may change during the semester if assignments are added or deleted. Detailed instructions will be available in Canvas.

You will earn points for the following achievements (500 possible points):

* Attendance and Participation *(*30 points) 1 point may be earned for attending each session or for a fully excused absence (1/2 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).
* Quizzes ( 80 points) 4 @ 20 points each
* Tutoring lesson plans (50 points) 10 lessons @ 5 points each
* Tutoring reflections(50 points) 10 reflections @ 5 points each
* Literacy development profile – Case study (150 points)
* Teacher informational letter ( 20 points)
* Strategic Notebook (20 points)
* Focused literacy lesson plans (100 points) 4 lesson plans @ 25 points each

**EXTRA POINTS:**

1. Joining the Plains Reading Council = +5 points (must join before September)

-Membership information available on Canvas

2. Attending Alabama Reading Association conference in Birmingham = +25

-Registration information available on Canvas

(Registration is $25)

**Classroom Expectations and Group Norms:**

* + Be respectful of yourself and others. Talking while others are addressing the class (including the instructor) is not appropriate.
  + The class will start and end at the instructor’s designated time. If you arrive late or leave early, 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. Inappropriate 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.

**3. 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.

**Student eHandbook:**

Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.

**4. Bibliography~ Additional Reading Resources**

**Articles:**

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Allen, D. D. & Flippo, R. F. (2002). Alternative assessment in the preparation of literacy educators: responses from students. *Reading Psychology*, 23(1), 15-26.

Foorman, B. & Torgesen, J. K. (2001), [Critical elements of classroom and small-group instruction to promote reading success in all children.](http://www.fcrr.org/publications/publicationspdffiles/critical_elements.pdf) *Learning Disabilities Research and Practice*, 16, 203-121.

Goodman, K. (1967). Reading: A psycholinguistic guessing game. *Journal of the Reading Specialist, 6*, 126-135.

Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005, May). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher, 58*(8), 702–714.

Johnston, P. (2005, March ). Literacy assessment and the future. *The Reading Teacher, 58*(7), 684–686.

Johnston, P., & Costello, P. (2005, March /May/June). Principles for literacy assessment. *Reading Research Quarterly, 40*(2), 256–267.

McKenna, M.C., & Walpole, S. (2005). How Well Does Assessment Inform Our Reading Instruction?. *The Reading Teacher, 59*(1),

84–86.

Moseley, D. (2004). [The diagnostic assessment of word recognition and phonic skills in five-year-olds](http://www.literacytrust.org.uk/Research/Assessabstracts.html#Moseley). *Journal of Research in Reading*, *27*, 132 - 140.

Neufeld, P. & Fitzgerald, J. (2001, August). Early English Reading Development: Latino English Learners in the "Low" Reading Group. *Research in the Teaching of English*, *36(1),* 64-109.

Raphael, T. E., & Au, K. H. (2005, November). QAR: Enhancing Comprehension and Test Taking Across Grades and Content Areas. *The Reading Teacher, 59*(3), 206–221.

Rashotte, C. A., MacPhee, K., & Torgesen, J. K. (2001). [The effectiveness of a group reading instruction program with poor readers in multiple grades.](http://www.fcrr.org/publications/publicationspdffiles/effectiveness_group.pdf) *Learning Disability Quarterly*, *24*, 119-134.

Snow, C. E., Burns, S., and Griffin, P., (Eds.). (1998). *Preventing Reading Difficulties in Young Children.* Washington, DC: National

Academy Press.

Tierney, R. J., Moore, D. W., Valencia, S.W., & Johnston, P. (2000). How will literacy be assessed in the next millennium?. *Reading*

*Research Quarterly, 35*(2), 244–250.

Torgesen, J. K. (1998). [Catch them before they fall: Identification and assessment to prevent reading failure in young children.](http://www.bsu.edu/web/online_acad/a301/lesson/lesson_4/xpages/a301c4_40200.html)

American Educator, 32-39.

Torgesen, J. K., & Mathes P. G. (1999). [Phonological Awareness--Assessment and Instructional Tools.](http://www.bsu.edu/web/online_acad/a301/lesson/lesson_4/xpages/a301c4_40300.html) Tallahassee, FL: Florida

Department of Education. Online Academy Summary.

Torgesen, J. K. (2001). [The theory and practice of intervention: Comparing outcomes from prevention and remediation studies.](http://www.fcrr.org/publications/publicationspdffiles/theory_practice.pdf) In A.

J. Fawcett and R. I. Nicolson (Eds.). *Dyslexia: Theory and Good Practice*. (pp. 185-201). London: David Fulton Publishers.

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Torgesen, J. K. (2002). [The prevention of reading difficulties.](http://www.fcrr.org/publications/publicationspdffiles/prevention_reading.pdf) *Journal of School Psychology*, *40*, 7-26.

**Books:**

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Allington, R.L. (2009). *What Really Matters in Response to Intervention*. Pearson.  
Allington, R. & Cunningham, P. (2007). *Classrooms That Work: They Can All Read and Write*, 3rd ed. Allyn & Bacon.  
Barone, D. M. (2008). *Literacy Instruction for English language learners Pre-K-2*. The Gilford Press.

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F.  (2003). Words *Their Way: Word Study for Phonics, Vocabulary, and*

*Spelling Instruction.* Pearson Publishers.   
Beck, I. L., McKeown, M. G., & Kucan, L. (2013). Bringing Words to Life: Robust Vocabulary Instruction, 2nd ed. Gilford Press.

Cloud, N., Genesse, F. & Hamayan, E. (2009). Literacy Instruction for English Language Learners: A Teacher’s Guide to Research-

Based Practices. Heinemann

Cunningham, P.  (2005). *Phonics They Use: Words for Reading and Writing*. Allyn & Bacon  
Cunningham, A. & Shagoury, R. (2005). Starting with Comprehension: Reading Strategies for the Youngest Learners. Stenhouse.

Ericson, L. & Juliebo, M. F. (1998). The Phonological Awareness Handbook for Kindergarten and Primary Teachers. IRA

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Parker, E. & Pardini, T. (2006). *The Words Came Down! English Language Learners Read, Write, and Talk Across the Curriculum,*

*K-2.* Stenhouse.  
Rasinski, T. V. (2003). The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension.

Scholastic.