

CTRD 3710: Fundamentals of Language and Literacy Instruction II Spring 2011

Schedule: Section 2: Tuesdays & Thursdays 8:00-9:50.

Classroom: 2423 Haley Center from 8:00-9:50 AM until lab begins.

Afterwards, lab 8:00-8:30 (Cary Woods Elem); class 9:00-9:50.

Instructor: Bruce A. Murray, Ph.D.

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Coordinator of Reading Education

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

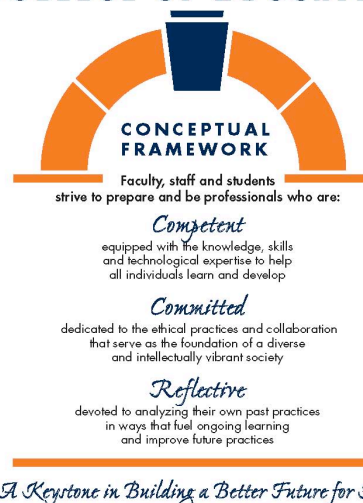
E-mail: murraba@auburn.edu.

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 drop by the office to pursue ideas from the course.

COLLEGE OF EDUCATION



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. Includes 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.

Texts. The basic learning activity for this course is thoughtful reading. The required text:

Marilyn Jager Adams (1990). *Beginning to Read: Thinking and Learning About Print*, A Summary by Steven A.

Stahl, Jean Osborn, and Fran Lehr. Urbana, IL: Center for the Study of Reading. The *Summary* is condensed from Adams's influential synthesis of the research about beginning reading. It focuses on what teachers need to know from the science of reading education.

Four supplemental readings are also required. These readings have been placed on 2-hour reserve in the LRC, and they have been posted as PDF files on Blackboard. I recommend you make copies of the supplemental 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.)

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

Pressley, M., Johnson, C. J., Symons, S., McGoldrick, J. A., & Kurity, J. A. (1989). Strategies that improve children's memory and comprehension of text. *The Elementary School Journal*, 90, 3-32.

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.)

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

TB test. Because our lab will take us into the Auburn City Schools, you will need documentation that you do not have tuberculosis. The test must have been made within the last three years. Obtaining this evidence is your first priority (a photocopy is sufficient). Without negative TB test results, you will not be admitted even to pretest in the Auburn schools. The skin test requires a 48-hour wait before reading the results; you must return after 48 hours but before 72 hours (i.e., during the third day). Most students get their TB tests at one of three locations:

- ① AU Medical Clinic, 400 Lem Morrison Dr, 844-4416. M-T-W-F (but not Thursday), 8:00-11:00, 1:00-4:00 PM—\$30. Testing and reading of results each take about 5 minutes.
- ② Lee County Health Dept, 1801 Corporate Drive (US 280), 745-5765. M-T-W by appointment—\$15. Go east on Frederick Dr. (Glenn Ave.), and turn left after Tiger Town. Watch for a green sign on the first street to the right.
- ③ The Auburn University Pharmaceutical Care Center in the Harrison School of Pharmacy, 2155 Walker Building, now provides tuberculosis (TB) skin tests. To schedule an appointment for a TB skin test, call 844-4099 or e-mail AUPCC4U@auburn.edu. The charge for the skin test is \$20.

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 (though learning logs will still earn credit). Late assignments (except learning logs) lose 10% credit per unexcused *weekday* late (including weekdays when we don't 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 e-mail to avoid late penalties. If you do send work by e-mail, address it carefully (murraba@auburn.edu) 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. 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. Approximately 680 points may be earned by various means. Semester grades will be calculated by determining the percentage of this total, where 90% (609 points with rounding) is *A*, 80% is *B*, 70% is *C*, and 60% 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. You will earn points for the following achievements:

- ⌘ Attendance (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).
- ⌘ Tutoring (170 points). 6 reflections and plans @ 20 points each (120 points) and a literacy report (50 points).
- ⌘ Learning logs and quizzes (130 points). 13 log entries @ 5 points each and 13 5-point quizzes OR 13 10-point

quizzes OR any combination.

8 Lesson design project (120 points). 4 lessons @ 30 points each (20 for draft; 10 more for publication).

8 Midterm and final exams (200 points). Each exam will be worth 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, 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 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.

At the end of the semester, you will write a report for your student's teacher and parents. 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 and parents. This report must be submitted by e-mail attachment.

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) and pencils. Illustrated papers are here: http://www.abcteach.com/directory/teaching_extras/border_papers/paperprimary_lines/ and on Blackboard.
- ✦ Letter manipulatives. A double-sided set to laminate and cut out may be copied from the Lesson Materials file on reserve in the LRC or downloaded from Blackboard. Plastic lower-case letter tiles (available from the AU Bookstore) are easier to handle.
- ✦ Letterboxes (Elkonin boxes), cardstock squares showing the number of phonemes in a word. Directions for letters and letterboxes are in the Murray and Lesniak (1999) article.

Tutoring Policies

1. 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.
2. Have your lesson plan completely prepared before your arrival. In the brief moments before meeting your student, you won't have time to prepare book introductions, devise letterbox example words, etc.
3. 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.
4. Bring a timepiece to tutoring, and use it to pace your lesson. 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.
5. Don't allow your student to stray from the lesson or disrupt others' learning. Recognize and reward your student's work and attention, and plan mild but consistent consequences for disruptive behavior.
6. Do not give your student any tangible rewards (candy, pencils, etc.). This often leads to jealousy among peers and confuses the motivation for learning for the student. Your friendly attention is ample reward.
7. You are responsible for your student's safety. Don't leave your student unattended at any time.
8. Reschedule a lesson time with the classroom teacher if you cannot meet your tutoring obligation.
9. 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.

Quizzes and learning logs. Brief quizzes will assess your comprehension of each reading on the day the reading is assigned (see calendar). Quizzes are designed to be easy enough that a careful reading will earn a good score without extensive study, but too difficult to finesse using background knowledge and test-taking skills.

You may use an optional learning log on quizzes, for which you will earn credit. A learning log is designed to capture your thoughts during reading. Before reading, give your opinion or ask a question, e.g., what you know or want to know. Then cover important ideas in a brief and telegraphic summary. Incomplete sentences and abbreviations are fine. For best results, don't write anything until you have finished reading each section, when you

can identify the important information. Add comments as you summarize, e.g., by questioning unclear ideas. After reading, give your views. You might evaluate or apply the ideas, tell what evidence supports or contradicts the author, speculate on how an idea would work in the classroom, or explore a question left unanswered. A page or two is usually plenty for a reading, and longer entries tend to be less useful during quizzes. Entries may be handwritten or typed. A peer will evaluate your log on the day each reading is assigned (see calendar).

Thus, each day a reading is due, you will have two options: 1) You may write a learning log, have your entry evaluated by a peer, and use your log to answer the quiz. In this case, the log will be worth up to 5 points and the quiz an additional 5 points. 2) You can take the quiz without writing a log, in which case the quiz will count for 10 points. In either case, you may not use the text in taking the quiz.

Lesson design project. We will publish a website with our best lesson ideas for students in four reading stages:

- † *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. You may start from scratch or adapt a lesson from another source (methods text, journal, website, teaching observations, etc.). In selecting activities, keep in mind that the outcome we're after is learning, whether or not the lesson is popular or fun. 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 (see calendar). I will grade the drafts for content (not mechanics) to help you revise and strengthen the lessons. Toward the end of the semester, I will show you how to make web pages from your text files, and we will publish your lessons (as revised) on the Reading Genie website.

Exams. The midterm and final exams will be based on both class work and readings, with primary emphasis on material from the Adams text. Exams will feature both objective questions (multiple choice, true-false, and matching questions) and essay items (brief explanations, abbreviated lesson designs with explanation, modeling, and practice activities, and one extended essay selected from several options, planned using an outline, web, or graphic). The midterm exam will cover the first five chapters in Adams, the Ehri chapter, and class presentations, and the final exam will cover the last five chapters in Adams and class presentations.

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.

Spring Semester 2011: Tentative Calendar. Assigned readings are indicated by the symbol  and written assignments by . Readings are to be completed *before* the class for which they are assigned; comprehension of each reading will be assessed by a brief quiz on days marked . Supplementary readings are posted as PDFs on Blackboard and may be borrowed on 2-hour reserve in the LRC. Assignments and dates are subject to change.

January

Sun	Mon	Tuesday	Wed	Thursday	Fri	Sat
9	10	11 Course introduction via video link. How to introduce a new book.	12	13  Ehri. Booktalks.	14	15
16	17 MLK	18. How to respond to oral reading. Managing behavior.	19	20  Murray & Lesniak. Collect materials for letterbox lesson.	21	22
23	24	25 Assessment: How to administer pretests.  Letter to student.	26	27 Tutoring (pretests). How to interpret pretests. Writing a reflection and plan.  Reflection & plan #1.	28	29
30	31					

February

		1  Adams Intro & Ch.1, i-14.	2	3 Tutoring. Teaching phoneme awareness.	4	5
6	7	8 Teaching letters and scaffolding writing. Taking running records.	9	10 Tutoring.  Reflection & plan #2.	11	12
13	14	15  Adams Ch. 2, 17-35. Design: Emergent literacy.	16	17 Tutoring. Repeated readings.	18	19
20	21	22  Adams Ch. 3, 36-48. 	23	24 Tutoring.  Reflection & plan #3.	25	26
27	28					

March

		1  Adams Ch. 4, 51-58.  Design: Beginning reading.	2	3 Tutoring.  Adams Ch. 5, 59-71.	4	5
6	7	8 MIDTERM EXAM	9	10 Tutoring.  Adams Ch. 6, 73-87.  Reflection & plan #4.	11	12
13	14	15 SPRING BREAK	16	17 SPRING BREAK	18	19
20	21	22 Teaching phonics. Practice with running records.	23	24 Tutoring.  Adams Ch. 9, 107-114.	25	26
27	28	29  Wilson.  Design: Growing independence and fluency. Decodable texts.	30	31 Tutoring.  Adams Ch. 7, 88-94.  Reflection & plan #5.		

April

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3	4	5  Pressley et al.	6	7 Tutoring. LRC lab 3442: Using SharePoint Designer.	8	9
10	11	12  Design: Reading to learn.	13	14 Tutoring.  Reflection & plan #6.	15	16
17	18	19  Adams Ch. 8, 95-106.  Designs in HTML.	20	21 Tutoring (posttests). Interpreting posttests. Writing a literacy report.	22	23
24	25	26  Literacy report.  Adams Ch. 10, 115-127. Introduce lesson designs. Learning centers review.	27 End	28	29	30

May

1	2	3	4	5	6 FINAL EXAM: 8:00-10:30 AM	7
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