**CTRD 5700**

**Developmental Reading K-12**

**Spring, 2012**

*Schedule:* Mondays, 4:00-6:30pm, 2435 HC

*Instructor*: Dr. Dawn R. Butler

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*Reading Genie* site: <http://www.auburn.edu/rdggenie>

(Please bookmark—many course materials are here).

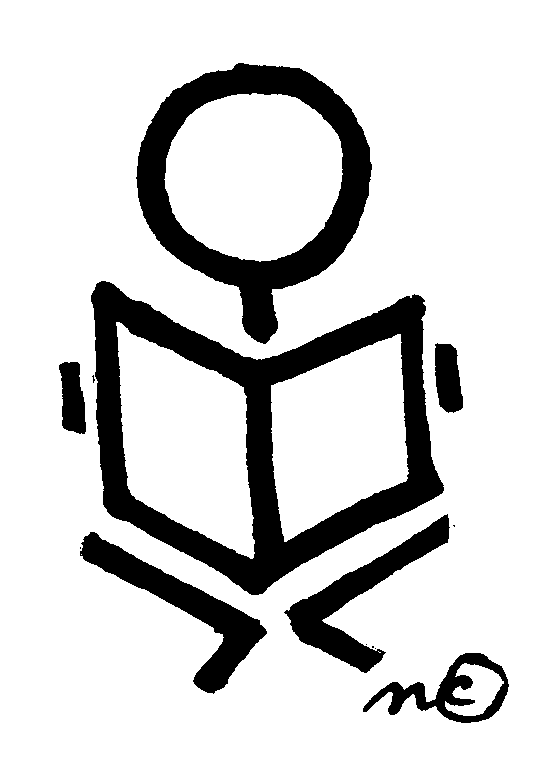
*Office hours*: Wednesdays 9:00am—12:00noon and 1:00pm—2:30pm and by appointment. I hope you'll feel welcome to e-mail or telephone to pursue ideas from the course.

**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.

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| |  | | --- | |  | | |  | | --- | | **“**To read a writer is for me not merely to get an idea of what he says, but to go off with him and travel in his company.**”** | | http://www.readfaster.com/images/pixel.gif- Andre Gide | |



Texts

The required textbook is Gunning, Thomas G. (2010). Selected chapters from *Creating Literacy Instruction for All Students* (7th Ed.). Boston: Pearson Custom Education.

You may use either the Selected Chapter Edition (custom made for this course) or the regular 2010 edition. The assignments in the course calendar are listed in the order of the Selected Chapter Edition, but the conversion is given below:

|  |  |  |
| --- | --- | --- |
| CHAPTER | SELECTED CHAPTER TEXT | 2010 REGULAR EDITION |
| Chapter One: The Nature of Literacy | Chapter 1, page 1 | Chapter 1, page 2 |
| Chapter Two: Fostering Emergent/Early Literacy | Chapter 2, page 29 | Chapter 4, page 120 |
| Chapter Three: Teaching Phonics, High-Frequency Words, and Syllabic Analysis | Chapter 3, page 95 | Chapter 5, page 184 |
| Chapter Four: Reading Literature | Chapter 4, page 171 | Chapter 10, page 434 |
| Chapter Five: Building Vocabulary | Chapter 5, page 211 | Chapter 6, page 258 |
| Chapter Six: Comprehension Theory and Strategies | Chapter 5, page 261 | Chapter 7, page 306 |
| Chapter Seven: Comprehension Text Structures and Teaching Procedures | Chapter 7, page 313 | Chapter 8, page 356 |
| Chapter Eight: Reading and Writing in the Content Areas and Study Skills | Chapter 8, page 355 | Chapter 9, page 356 |
|  |  |  |

Supplemental Readings

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 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 onliterature in the elementary classroom* (pp. 157-169). Norwood, MA: Christopher Gordon. (Note: The entire book is reserved in the LRC.)

Other Materials Needed for the Class

A copy of an award winning picture book (need for beginning of course)

A journal (provided by the professor)

Colored pens (optional but very helpful)

A supply of post-it notes (suggested size: 2” x 2”)

A set of letter tiles (like those used in a Scrabble game—available on Amazon)

Supplies to make Elkonin boxes

A 28 day pill box (used for storage of letter tiles)

Access to decodable reading texts

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.

Auburn University Calendar

|  |  |  |
| --- | --- | --- |
| Jan. 9 | Classes Begin | (Mon) |
| **Jan. 16** | **M. L. King Jr. Day** | **(Mon)** |
| Jan. 30 | 15th Class Day [\*](http://www.auburn.edu/main/auweb_calendar.html#notes) | (Mon) |
| Feb. 28 | Mid-Semester (36th Class Day) [\*\*](http://www.auburn.edu/main/auweb_calendar.html#notes) | (Tues) |
| **Mar. 12-16** | **Spring Break** | **(Mon-Fri)** |
| Apr. 25 | Classes End | (Wed) |
| Apr. 26-27 | Study/Reading Day | (Thurs-Fri) |
| Apr. 30 - May 4 | Final Exam Period | (Mon-Fri) |

Calendar: CTRD 5700, Spring Semester, 2012

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.

**January**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week# | Mon | **CLASS GOALS BEFORE BREAK** |  | **CLASS GOALS AFTER BREAK** |
| **1** | 9 | Introduce course |  | 🕮 Chap. 1, Book Talks, Modeling |
| **Holiday** | 16 | Martin Luther King Day – No class. |  | Martin Luther King Day – No class. |
| **2** | 23 | 🕮Ehri. |  | How to give a book talk, 🔍Quiz, Chap. 1 (10) |
| **3** | 30 | 🕮 Chap. 2 |  | Review Read Aloud Lessons 🔍Quiz, Ehri (10) |

**February**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Wk# | Mon | **CLASS GOALS BEFORE BREAK** |  | **CLASS GOALS AFTER BREAK** |
| 4 | 6 | 🖉 Read aloud lesson, 🕮 Wallach & Wallach. |  | How to teach phoneme awareness  🔍Quiz, Chap. 2 (20). |
| 5 | 13 | 🖉 Phoneme awareness lesson.  🕮 Murray & Lesniak. 🖉 Bring materials for letterbox lesson. |  | Practice Letter Box Lessons,  🔍Quiz, Wallach & Wallach (10) |
| 6 | 20 | 🖉 Letterbox lesson, 🖉 Strategy Journal  🕮 Chap. 3 |  | Practice Explicit Phonics Lesson  🔍Quiz, the letterbox lesson (10) |
| 7 | 27 | 🖉 Explicit phonics lesson, Practice Oral Reading Lesson, |  | Review for Midterm  🔍Quiz, Chap. 3 (20). |

**March**

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| --- | --- | --- | --- | --- |
| Week # | Mon | **CLASS GOALS BEFORE BREAK** |  | **CLASS GOALS AFTER BREAK** |
| 8 | 5 | 🕮 Samuels |  | MIDTERM EXAM |
| NO CLASS |  | SPRING BREAK |  | SPRING BREAK |
| 9 | 19 | 🖉 Oral reading lesson, Review Samuels,  🕮 Wilson |  | Practice Fluency Lesson  🔍Quiz, Samuels (10) |
| 10 | 26 | 🖉 Fluency lesson, 🕮 Chap. 4 |  | Practice guided reading of literature lesson  🔍Quiz, Wilson (10) |

**April**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week # | Mon | **CLASS GOALS BEFORE BREAK** |  | **CLASS GOALS AFTER BREAK** |
| 11 | 2 | 🖉 Guided reading of literature lesson  🕮 Chap. 5 |  | Practice Vocabulary Lesson  🔍Quiz, Chap. 4 (20) |
| 12 | 9 | 🖉 Vocabulary lesson  🕮 Chap. 6 |  | Practice Comprehension Lesson  🔍Quiz Chap. 5 (20) |
| 13 | 16 | 🖉 Comprehension lesson.  🕮 Chap. 7 |  | Practice reading of expository text  Practice studying expository texts  🔍Quiz, Chap. 6 (20) AND  🔍Quiz, Chap. 7 (20) AND |
| 14 | 23 | 🖉 Guided reading of expository text AND 🖉 Guided reading of expository text, 🕮 Chap. 8, Reading Assessment |  | Practice Reading Assessment  🔍Quiz, Chap. 8 (20) |
| FINAL | 30 | 🖉 Assessment, 🔍Quiz, Assessment (10) |  | FINAL EXAM, 🖉 Strategy Journal |

COURSE REQUIREMENTS AND POLICIES

**1.GRADING PLAN**

1. Approximately 1000 points may be earned by various means.
2. 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.
3. 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.
4. **This syllabus is a tentative plan and the professor reserves the right to make applicable changes during the course to better meet the needs of the students.**
5. **Point Distribution is as follows:**

* Attendance/Participation/Professionalism: 140 points, 14 classes @ 10 points each class attended or with written evidence of a university-approved excuse; 1 deducted point for arriving or after instruction begins. (See rubric at the end of this syllabus for exact point breakdown). With a documented university approved absence and an appropriately filed attendance form at first class back in attendance, the student will receive the 10 points for that class.

🎖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: 300 points; (Midterm=100 points, Final=200points)

🎖Strategy Journal: (Evaluated 2 times as per calendar @ 75 points each = 150 points)

1. **Detail of** **Lesson designs projects** (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).
* Checklist for each lesson plan is attached to this syllabus. THE CHECKLIST MUST BE ATTACHED TO THE LESSON PLAN WHEN YOU TURN IT IN SO IT CAN BE GRADED. Review this checklist as you prepare and teach the lesson to make sure you include all components.
* 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.

1. **Quizzes and Exams**

* **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.

1. **Strategy Journal**

* The professor will provide each student with a journal/composition book on the first day of class with a set of five Post-It divider tabs.
* The student will also need a supply of regular Post-It notes (such as the 2” x 2”).
* During the first class, the professor will instruct the student to divide their journal into five sections using the provided divider tabs: Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension/Study Skills (The Five Pillars of Reading).
* All Five Pillars of Reading will be discussed throughout this course with applicable strategies of reading also taught. The students is to keep a journal of all the strategies taught so that they can refer back to these in studying for quizzes and exams as well as a guide for their future applications in the classroom.
* When a strategy is mentioned in class, the student should take a Post-It note and put a note in the appropriate section of the journal. The student should then go back to that section, at a later time and not during class, and review that strategy. A formal entry should be made in the journal. Colored ink is useful for coding the components of the strategy as well as for the aesthetic value of the journal presentation.
* Entries in the journal should be made in the appropriate section of the Five Pillars of Reading and should include: name of strategy, objective of strategy, goal level range applicable, an example of the strategy in use in a specific discipline or setting, and step by step directions of the strategies. Illustrations/graphics are also applicable.
* These entries should be in the student’s own handwriting and words. It is fine to do further research on the strategy via textbooks or internet, but the final entry must be in the student’s own words and in the student’s own handwriting.

**2. PARTICIPATION, ATTENDANCE, ARRIVING ON TIME, AND GENERAL CONTRIBUTIONS/ATTITUDES IN CLASS**

1. **Class attendance** and engaged participation are essential to achieving the goals of this course. Missing class is like skipping a week in the course—what follows is harder to understand the chapter or chapters taught that class. 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.
2. **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 (e­mail address and telephone number above).
3. **Participation:** Students are expected to participate in discussions/activities and to respect others during class sessions. Students are expected to remain in class until class is dismissed. Participating in sidebar discussions or leaving before class is concluded does not constitute participating in class and will negatively influence attendance/participation credit for that class session.
4. **Arriving to Class**: Students are expected to arrive to class BEFORE INSTRUCTION BEGINS. Points are taken away from participation for being late. Points are given weekly for participation. Participation points are based on:

* Refraining from leaving the classroom during instruction.
* Participating in classroom discussions and activities / general attentiveness in class.
* Refraining from use of laptops, cell phones or related technologies during class time—NO TEXTING—HANDS UNDER DESK WITH EYES FOCUSED DOWNWARD WILL BE AN ASSUMPTION OF TEXTING and will impact participation points. (Repeated texting will result in student be asked to leave class and w*ill result in no participation points for the week.)*
* Refraining from side-bar conversations or any other disruptive, off task behavior.
* Having all assignments turned in at assigned time.
* Being an enthusiastic participant in all activities of the class.
* Showing leadership as appropriate by staying on task in small group activities
* Being seated and ready to begin WHEN INSTRUCTION STARTS. After instruction begins, students entering the classroom are considered late.

1. **A WEEKLY ATTENANCE REPORT** IS HANDED IN at the end of the class period by each student. This is a form ON WHICH TO RECORD PARTICIPATION, and ATTENDANCE and to give feedback. This rubric MUST BE partially completed by the student and submitted at the end of class every week. This rubric will not be accepted late unless there is an officially excused absence. (With an excused absence, it needs to be handed at the next class the student attends.) Failure to submit rubric by the first class back from an absence will result in no attendance or participation points for the applicable week).

**3. DUE DATES FOR ASSIGNMENTS**

1. Assignments are DUE at the beginning of the class period indicated to the drop box in the classroom.
2. Late work will ONLY be accepted for one additional class period beyond the period when it was due at a 20% reduction in grade. In that case, the work is submitted to the drop box at the beginning of the next class.
3. If a student is absent, he or she should make arrangements to get assignments to the professor before the designated class time that it is due. No deduction in grade will be given if the student turns in the assignment the first class back after the absence (if the assignment is accompanied with documentation of an excused absence).
4. No work is accepted after the final exam.

University and College Policies

1. **Participation**. All students are expected to participate in all class discussions and participate in all exercises.
2. **Missed Work.** It is the student’s responsibility to contact the instructor if assignment deadlines are not met and for initiating arrangements for missed work.
3. **Unannounced Quizzes**. There will be no unannounced quizzes.
4. **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, and 844-2096.
5. **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.
6. **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.

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| |  | | --- | | **Assessment Rubrics**  [See full size image](http://edtech.kennesaw.edu/intech/images/rubric.gif) | | **Modeling Checklist**   |  |  |  |  | | --- | --- | --- | --- | |  | Provides activities without sample dialogue. |  | Provides sample dialogue. | |  | No signal to introduce modeling. |  | Teacher signals modeling. | |  | Explanation remains abstract so that no specific problem posed, or problem not stated explicitly. |  | Teacher poses specific reading problem, usually displaying text and reading aloud. | |  | No problem posed, problem solved expertly, or students solve problem. |  | Teacher dramatizes solving problem as brilliant beginner. | |  | No problem posed, inaccurate solution or explanation, or no explanation offered. |  | Teacher explains solution, revealing hidden strategies. |   **Lesson Design #1: Read Aloud** (15)  Student: \_\_ Actual \_\_ Simulated \_\_Imagined  If actual or simulated, please include student name(s) and age(s) and the date and place of the lesson.  \_\_ Bibliography: Author, title, publisher, date.  \_\_ Why is book engaging for read aloud?  \_\_ Quality of illustrations?  \_\_ Slightly above audience reading level?  \_\_ Provide brief version of booktalk (script).  \_\_ Introduce main characters.  \_\_ Describe inciting incident.  \_\_ Stop before plot events and resolution.  \_\_ Overall self-evaluation. Did you . . .  \_\_ Read with expression?  \_\_ Work at reading slowly?  \_\_ Show illustrations continuously?  \_\_ Example of engaging question from you.  \_\_ Example of student comment.  \_\_ How did student(s) respond overall? |   Mini-Lesson Instructor of this Lesson:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (signature)  **Lesson #2 Checklist: Phoneme Awareness Lesson (15)**  Design #2: A phoneme awareness lesson to prepare beginners to recognize a phoneme in the context of spoken words (15).  Student: \_\_ Actual \_\_ Simulated \_\_Imagined  If actual or simulated, please include student name(s) and age(s) and the date and place of the lesson.  \_\_\_ Write phoneme in slashes and main grapheme.  \_\_\_ Give name analogous to real-world sound.  \_\_\_ Provide picture of real-world analogy.  \_\_\_ Describe hand gesture for phoneme.  \_\_\_ Help students identify & remember phoneme.  \_\_\_ Provide alliterative "tongue tickler."  \_\_\_ Have students stretch & split words.  \_\_\_ Help students explore articulation.  \_\_\_ Guide printing practice on special paper.  \_\_\_ Model how to find phoneme in words (script).  \_\_\_ Check spoken words for phoneme.  \_\_\_ Another phoneme-finding practice activity.  \_\_\_ Apply PA in partial-alphabetic decoding.  \_\_\_ Provide printed words to read by initial letter (e.g., MOUSE: "Mouse or house?").  \_\_\_ Evaluate students' success with lesson.  Mini-Lesson Instructor of this Lesson:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (signature)    **Lesson #3 Checklist: Letterbox Lesson (20)**  **Design a Letterbox Lesson to teach one new vowel correspondence to spell and read unfamiliar words (20).**  **Student: \_\_\_\_\_\_\_Actual \_\_\_\_\_\_\_Simulated \_\_\_\_\_\_\_\_Imagined**  **If actual or simulated, included student name(s), age(s), date, and place of lesson.**  **\_\_\_\_\_State vowel to teach as *grapheme =* /phoneme/.**  **\_\_\_\_\_List 3—12 one syllable words and consecutive rhymes.**  **\_\_\_\_\_Omit irregular words ad consecutive rhymes.**  **\_\_\_\_\_Include review words with earlier short vowels.**  **\_\_\_\_\_\_Include words with diagraphs and consonant clusters.**  **\_\_\_\_\_\_Put words in phoneme-count order (at least 2 levels)**  **\_\_\_\_\_Give correct phoneme count for each word.**  **\_\_\_\_\_List all letters needed.**  **\_\_\_\_\_Review phoneme awareness.**  **\_\_\_\_\_\_Provide name, illustration, and hand gesture.**  **\_\_\_\_\_\_ Have student test words for phoneme.**  **\_\_\_\_\_Explain new correspondence.**  **\_\_\_\_\_\_Model how to spell word (provide script).**  **\_\_\_\_\_\_ Model how to read word (provide script).**  **\_\_\_\_\_Describe events of lesson, including response to errors.**  **\_\_\_\_\_Spelling words in boxes.**  **\_\_\_\_\_Reading words from list.**  **\_\_\_\_\_Evaluate success of lesson.**  **\_\_\_\_\_Provide and score word-reading assessment.**  **\_\_\_\_\_Assess student understanding and engagement.**  Mini-Lesson Instructor of this Lesson:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (signature)  **Lesson #4 Checklist: Explicit Phonics Lesson (20)**  Design #4: 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 (20).  Student: \_\_ Actual \_\_ Simulated \_\_Imagined  If actual or simulated, please include student name(s) and age(s) and the date and place of the lesson.  \_\_ State correspondence goal, e.g., *one* = /O/.  \_\_ \_\_ **Review phoneme awareness**. choose two: 🎬 Teach meaningful name for phoneme.  🎬 Work with example words, stretching or breaking out phoneme. 🎬 Have students explore articulation.  🎬 Have students test words for the phoneme.  \_\_ Explain new correspondence.  \_\_ Model spelling a word (script).  \_\_ Model decoding a word (script).  \_\_ **Decoding strategy instruction**. choose one: 🎬 Vowel-first, body-coda blending. 🎬 Analogizing. 🎬 Crosschecking. 🎬Cover-ups.  \_\_ Have student(s) **spell words in letterboxes**.  \_\_ List regular, one-syllable words with varied endings, review vowels, digraphs, clusters.  \_\_ Provide accurate phoneme counts.  \_\_ Pronounce misspellings as scaffold.  \_\_ Have student **read words from cards or list**.  \_\_ Use vowel-first body-coda blending to scaffold word reading.  \_\_ Have students **read decodable text** (title).  \_\_ Give brief book talk (sample dialogue)  \_\_ Use cover-ups to scaffold miscues.  \_\_ **Practice activity**.  choose one: 🎬 Word building or sorting. 🎬 Secret word blending game. 🎬 Making words. 🎬Hinky pinks. 🎬 Create secret messages. 🎬 Word bank cards. 🎬 Word review game, e.g., concentration. 🎬 Read words broken into graphemes (*n ai l*) or syllables (*in terest*). 🎬 Read simple teacher-made text. 🎬 Read second book. 🎬 Drama or choral reading for fluency.  Mini-Lesson Instructor of this Lesson:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (signature) | |
| **Lesson #5: Oral Reading Lesson** (15)  Teach an oral reading lesson, scaffolding a reading of decodable text.  Student: \_\_ Actual \_\_ Simulated \_\_Imagined  If actual or simulated, include name(s), age(s), date, and place  .  \_\_ Bibliography: Author, title, publisher, date.  \_\_ Assess decodability, challenge, and appeal.  \_\_ Provide passage you modeled for student(s).  \_\_ Provide script for modeling one or more: cover-ups, crosschecking, or rereading.  \_\_ Provide brief version of book talk.  Tell what happened when you used each scaffold:  \_\_ Waiting for student attempt.  \_\_ Intervening only at sentence boundaries.  \_\_ Using cover-ups.  \_\_ Providing words after one-failure limit.  \_\_ Having student reread after any struggle.  \_\_ Provide miscue notes for analysis:  \_\_ Analyze decoding & crosschecking.  \_\_ Catalog missing correspondences.  \_\_ Provide open-ended question and student response.  \_\_ Evaluate success of lesson.  Mini-Lesson Instructor of this Lesson:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (signature) |

**Lesson #6: Repeated Reading Lesson** (15)

*Directions*: Teach a fluency lesson with repeated readings.

Student: \_\_ Actual \_\_ Simulated \_\_Imagined

If actual or simulated, include name(s), age(s), date, and place.

\_\_ Bibliography: Author, title, publisher, date.

\_\_ Assess decodability, challenge, and appeal.

\_\_ Provide brief version of book talk.

\_\_ State fluency goal in WPM or other criteria.

\_\_ Attach, describe, or sketch materials to recognize progress.

Choose one: 🎬Samuels-style graph 🎬Child-friendly graph 🎬Check sheets

\_\_ Explain value of repeated reading (script).

\_\_ Provide passage for modeling.

\_\_ Model how to gain reading fluency (script).

\_\_ Describe events of lesson.

\_\_ Conditional scaffolds during initial reading.

\_\_ Number of times student read passage.

\_\_ Open-ended question and student answer.

\_\_ Evaluate success of lesson.

\_\_ Observations of fluency gains.

\_\_ Measured reading fluency at end of lesson.

Mini-Lesson Instructor of this Lesson:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (signature)

**Lesson #7: Checklist for Literature Response (15)**

A guided reading of a children’s book that encourages students’ aesthetic responses (15).

Students: \_\_ Actual \_\_ Simulated \_\_Imagined

If actual or simulated, include names, ages, date, and place.

\_\_ Book selection: author, title, publisher, year.

\_\_ Reasons for choosing the book.

\_\_ Estimated age or grade level for book.

\_\_ How you helped students take interest in problem.

\_\_ How you activated background knowledge.

\_\_ How you arranged silent reading.

\_\_ Describe your role in leading discussion.

\_\_ Provide open-ended questions you posed:

\_\_ Personal response (opinion) or divergent thinking (imagining other possibilities).

\_\_ Interpretation (translation) or evaluation (judging by standards).

\_\_ How you reviewed vocabulary or reading strategy.

\_\_ How group used writing to enhance reading.

\_\_ Sample of student writing in imitation of author.

\_\_ How you led examination of author's craft.

\_\_ Reporting group conclusions.

CHOOSE ONE: 🎬Open mind (use cartoon head to express character's thoughts & feelings). 🎬Postcard (write& illustrate picture postcard from one character to another or to reader). 🎬Duologue (improvise a conversation two characters might have had). 🎬Press conference (improvise character's responses to questions posed by "reporters"). 🎬Story rap (summarize story problem in rap).

Mini-Lesson Instructor of this Lesson:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (signature)

**Lesson #8: Vocabulary Lesson (20)**

Design #8: Vocabulary lesson that establishes word ownership (20).

Student: \_\_ Actual \_\_ Simulated \_\_Imagined

If actual or simulated, include name(s), age(s), date, and place.

\_\_ List at least 20 words worth knowing.

\_\_ Provide reference for word source.

\_\_ Arrange semantic groups (related meanings).

\_\_ Select 8-10 words in one semantic group to teach.

\_\_ Teach concept for sample word—what it is and isn't.

\_\_ Explain word in simple language(script).

\_\_ Model how to use word (script).

\_\_ Provide sample question using word.

\_\_ Guide student(s) in using sample word.

\_\_ Scaffold making sentence using word (sample).

\_\_ Ask paired-word question (sample).

\_\_ \_\_ Vocabulary activities (CHOOSE 2): 🎬 Graphic organizer

🎬 Semantic mapping 🎬 Semantic feature analysis 🎬Venn diagrams

🎬 Crossword puzzle 🎬 Dictionary race 🎬 Predict-o-gram 🎬Possible sentences

🎬 Word sorts

\_\_ Teach a vocabulary learning strategy (CHOOSE 1):

🎬 Dictionary strategies 🎬 Morphemic analysis 🎬 Contextual analysis

\_\_ Give written practice using words.

\_\_ Provide sample answers for all practice items

.

\_\_ Encourage students to use vocabulary outside class.

\_\_ Provide graph/record sheet for word sightings.

\_\_ Provide copy of vocabulary test at application level.

\_\_ Give student score and engagement observations.

Mini-Lesson Instructor of this Lesson:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (signature)

**Checklist #9: Comprehension Strategy Lesson**

Design #9: An explicit comprehension lesson that teaches a strategy

for comprehending challenging text (20).

Student: \_\_\_ Actual \_\_\_ Simulated \_\_\_ Imagined

If actual or simulated, include name(s), age(s), date, and place.

\_\_ Select comprehension strategy from Gunning text.

\_\_ Explain strategy for students, providing script.

\_\_ Tell why strategy is important.

\_\_ Explain how to carry out the strategy.

\_\_ Model strategy with expository paragraph (script).

\_\_ Provide text excerpt for problem solving.

\_\_ Show students *how* you are getting answers.

\_\_ Provide simplified practice with a different paragraph.

\_\_ Give problems and directions for practice.

\_\_ Observations of student work.

\_\_ Practice strategy in expository text (1 page min).

\_\_ Give complete reference or provide a copy.

\_\_ Provide introduction to engage interest (script).

\_\_ Provide directions for student work.

\_\_ Assess students' understanding of reading.

\_\_ Provide comprehension quiz about reading.

\_\_ Use answer key to score student work.

\_\_ Assess ability to use the strategy you taught.

\_\_ Apply checklist, rubric, or qualitative analysis.

\_\_ Evaluate effectiveness of lesson.

Mini-Lesson Instructor of this Lesson:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (signature)

**Checklist #10: Guided Reading of Expository Text**

A guided lesson with an expository text emphasizing text structures and careful questioning. (15)

Student: \_\_\_ Actual \_\_\_ Simulated \_\_\_ Imagined

If actual or simulated, include name(s), age(s), date, and place.

\_\_ Provide copy of expository text (min 1 page).

\_\_ Identify the text structure(s).

\_\_ Prepare students for engaged reading.

\_\_ Teach background knowledge or vocabulary.

\_\_ Teach or review a comprehension strategy.

\_\_ Ask open-ended question(s) for interest.

\_\_ Provide guide for silent reading (attach).

\_\_ Use text structure to organize information.

\_\_ Lead discussion inviting extended responses.

\_\_ Writer-and-me/putting-it-together question.

\_\_ Student's response to this question.

\_\_ Follow-up writing or graphic (attach work).

\_\_ Evaluate success of lesson.

\_\_ Provide and score brief quiz.

\_\_ Assess student engagement with lesson.

Mini-Lesson Instructor of this Lesson:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (signature)

Checklist for Design #11: Studying (15)

Student: \_\_\_ Actual \_\_\_ Simulated \_\_\_ Imagined

If actual or simulated, include name(s), age(s), date, and place.

\_\_ Select expository text (1-2 pages; provide copy).

\_\_ Fry readability (syllable & sentence counts).

\_\_ Average syllables, sentences, and grade level.

\_\_ Teach a study strategy to remember text ideas.

Choose one: 🎬 conceptual understanding 🎬 mnemonics

🎬 taking notes🎬 outlining 🎬 SQ3R.

\_\_ Explain the strategy (script).

\_\_ Model strategy with paragraph (script).

\_\_ Guide practice with different paragraph.

\_\_ Scaffold student reading of 1-2 page text.

\_\_ Teach background or vocabulary.

\_\_ Attach student writing in response to text.

\_\_ Choose one: 🎬 learning log 🎬 written summary

🎬 first-person account 🎬 letter 🎬 editorial.

\_\_ Ask PIT or W&M question; give response.

\_\_ Assess learning of text ideas and strategy.

\_\_ Attach scored comprehension quiz.

\_\_ Evaluate application of study strategy.

Mini-Lesson Instructor of this Lesson:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (signature)

**Checklist #12: Reading Assessment**

**(Get assessment materials from Blackboard)**

Write a report on an assessment of a student's reading ability to

identify possible causes of reading breakdown and determine instructional goals (15).

Student: \_\_\_ Actual \_\_\_ Simulated \_\_\_ Imagined

If actual or simulated, include name, age, date, and place.

\_\_\_ Letter recognition test score\*

\_\_\_ Interpretation

\_\_\_ Phoneme awareness test score\*

\_\_\_ Interpretation

\_\_\_ Blending test score\*

\_\_\_ Interpretation

\_\_\_ Phonetic cue reading test score\*

\_\_\_ Interpretation

\_\_\_ Pseudo word test score\*

\_\_\_ Interpretation

\_\_\_ Clay invented spelling test score\*

\_\_\_ Interpretation

\_\_\_ Word list test score\*

\_\_\_ Interpretation

\_\_\_ Summary and recommendations

\* Reporting the test scores assumes attaching

the test protocols (scored tests) with the report.

Mini-Lesson Instructor of this Lesson:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (signature)

**CTRD 5700**

**Dr. Dawn R. Butler, Instructor**

**Weekly Attendance and Participation Report**

**Student’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Submitted for Week # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Today’s Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **SPECIFIC EXPECTION** | **POINTS** | **Student Section**  **(completed prior to submission weekly by student)\*\*\*** |
| ARRIVING TO CLASS AND BEING READY TO BEGIN CLASS WHEN INSTRUCTION BEGINS==Weekly | /1 | Tardy?  Comments: |
| ATTENDANCE==Weekly | /3 | Date of absences: \_\_\_\_Excused \_\_\_Non-excused  Explain: |
| POSITIVE ATTITUDE, NO SIDEBAR CONVERSING, NO DISRUPTIONS WITH PHONE/LAPTOPS, NO VISABLE CELL PHONE OR RINGING, NO LEAVING DURING CLASS OR ANY OTHER DISRUPTIVE BEHAVIOR | /3 | Thoughts on Today’s Class: |
| PARTICIPATES POSITIVELY, IS DILIGENT, MAKES GOOD USE OF CLASS TIME, DOES GROUP ASSIGNMENTS CONSTRUCTIVELY, ETC. | /3 | Suggestion for the Class: |
| **TOTAL ATTENDANCE/PARTICIPATION POINTS AWARDED**  **FOR SESSION #\_\_\_\_** | /10 | Student concerns/questions: |

\*\*\*Dishonesty of any kind will result in no credit for that week!

Instructor Comments:

**CTRD 5700—Strategy Journal Scoring Rubric**

***Strategy Journal Scoring Comments***

**Name:**

**Date Submitted:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grading Component** | **Criteria** | **Point Value** | **Score** |
| Effort | Entries are neatly displayed. | 10 points |  |
| Application of each strategy is included. Grade level range for use is included. | 10 points |  |
| Entries are thorough; Strategies are fully explained. | 10 points |  |
| Completeness | Includes all strategies discussed in class to date. | 10 points |  |
| Format | Each entry includes a date, “pillar of reading application,” and objective. | 10 points |  |
| Organization | Entries appear in chronological sequence and are legible and coherent. | 10 points |  |
| Mechanics | Entries are free of grammatical or spelling errors/Journal is tabbed with a section for each of the Five Pillars of Reading. | 10 points |  |
| Rubric/Timeliness | Submission includes this rubric clipped (not folded) to back inside cover of journal book/ Journal is submitted by end of class on the dates prescribed in the course calendar. | 5 points |  |
|  | | **TOTAL:** | /75 |

**Student Notes:**

**Instructor Notes:**