Auburn University

College Of Education



Department: Department of Curriculum & Teaching Reading Education

Program: Elementary Education

Course Title: Fundamentals of Language and Literacy Instruction

Course Number: CTRD 3710, Section 001, Room 2213

Course Credit: 3 hours

Semester: Spring 2014

Instructor: Dr. Victoria Cardullo

Email Address: vmc0004[@auburn.edu](mailto:murraba@auburn.edu) (preferred method of contact)

Phone Number: 334-844-6882

Office: 5066 Haley Center 5th floor

Office Hours: Mondays 10-12 and Wednesday 10-12 or by appointment.

Schedule: Mondays and Wednesday 8:00-9:50.

Classroom: 2213 Haley Center from 8:00-9:50 am (Mondays & Wednesdays).

Lab: 8:00-9:50 (Dean Road Elem) (Mondays and Wednesdays See calendar for specific dates)

**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:**

**Both Text are Required:**

Reutzel, D. R. & Cooter, R. B.(2011). Strategies for assessment and instruction. Pearson, N.Y.

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

**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).
* Deford Theory Writing (80 points)
* Weekly quiz ( 80 points) 8 @ 10 points each
* Lesson plans (60 points). 6 lessons @ 10 points each
* Tutoring reflections(60 points) final cumulative reflection based on lesson plans and outcome Due at end of the semester with last lesson plan submission ( see specific format in Canvas)
* Case Study Part I (200 points)
* Case Study Part II (65 points)
* Parent informational letter ( 20 points)
* Strategic Notebook 30 points
* LIVEBINDER 100 points
* 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 8 quizzes (80) 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.

Module Calendar Spring 2014 Semester (Please note dates and concepts are subject to change)

All readings and assignments are due week of date posted.

* Introduction~ Week of Jan 8th
* [Module Options](https://auburn.instructure.com/courses/816513/modules)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Introductions](https://auburn.instructure.com/courses/816513/modules/items/5214595) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Assignment Letter to your student](https://auburn.instructure.com/courses/816513/modules/items/5216723) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Exemplar Lesson](https://auburn.instructure.com/courses/816513/modules/items/5180586) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Second Grade Curriculum Guide](https://auburn.instructure.com/courses/816513/modules/items/5220640) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Terminology This file is good to keep on your desktop](https://auburn.instructure.com/courses/816513/modules/items/5217485) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Additional resources: Running Records, Miscue Analysis, Comprehension Independent, Instructional, Frustration Levels](https://auburn.instructure.com/courses/816513/modules/items/5180585) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Dolch word information](https://auburn.instructure.com/courses/816513/modules/items/5180590) |  |  |  |

Drag to reorder modules incompleteModule 1-Overview Week Jan 13-15

* [Module Options](https://auburn.instructure.com/courses/816513/modules)
* Jan 9, 2014 at 12am

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Chapter 1~Classroom Reading Assessment and the Teaching / Learning Cycle](https://auburn.instructure.com/courses/816513/modules/items/5214333) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Assignments~ Readings](https://auburn.instructure.com/courses/816513/modules/items/5180567) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Quiz 1](https://auburn.instructure.com/courses/816513/modules/items/5220486) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Power point](https://auburn.instructure.com/courses/816513/modules/items/5180566) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Additional Resources for EHRI's Work](https://auburn.instructure.com/courses/816513/modules/items/5180568) |  |  |  |

Drag to reorder modules incompleteModule 2 ~Week of January 22~Assessment

* [Module Options](https://auburn.instructure.com/courses/816513/modules)
* Jan 16, 2014 at 12am

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Chapter 3~Oral Language Assessment and Development](https://auburn.instructure.com/courses/816513/modules/items/5214335) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Assignment~ Reading](https://auburn.instructure.com/courses/816513/modules/items/5180570) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Quiz 2](https://auburn.instructure.com/courses/816513/modules/items/5220487) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Power point](https://auburn.instructure.com/courses/816513/modules/items/5180569) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Alphabetic Writing System & Stages of Development](https://auburn.instructure.com/courses/816513/modules/items/5180565) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Comprehensive Reading Inventory](https://auburn.instructure.com/courses/816513/modules/items/5180564) |  |  |  |

Drag to reorder modules incompleteModule 3 ~Week of Jan. 27-29

* [Module Options](https://auburn.instructure.com/courses/816513/modules)
* Jan 23, 2014 at 12am

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Chapter 4~Concepts about Print](https://auburn.instructure.com/courses/816513/modules/items/5214597) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Assignment~ Reading](https://auburn.instructure.com/courses/816513/modules/items/5180573) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Quiz 3](https://auburn.instructure.com/courses/816513/modules/items/5220488) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Power Point Strategic Reading Notebook for Student](https://auburn.instructure.com/courses/816513/modules/items/5180572) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Inventories](https://auburn.instructure.com/courses/816513/modules/items/5180571) |  |  |  |

Drag to reorder modules incompleteChapter 5~Week of February 3 -5 ( ONLINE)

* [Module Options](https://auburn.instructure.com/courses/816513/modules)
* Jan 30, 2014 at 12am

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Deford Theory](https://auburn.instructure.com/courses/816513/modules/items/5215698) | Feb 8, 2014 | 80 pts |  |

Drag to reorder modules incompleteTUTORING Dean Road February 10 & 12, 17 & 19, 24 & 26

* [Module Options](https://auburn.instructure.com/courses/816513/modules)
* Feb 6, 2014 at 12am

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Week of Feb. 10 & 12 Chapter 5~Phonemic Awareness and Alphabetic Principle](https://auburn.instructure.com/courses/816513/modules/items/5214600) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Assignments ~Readings chapter 5](https://auburn.instructure.com/courses/816513/modules/items/5215525) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Phonemes and Graphemes](https://auburn.instructure.com/courses/816513/modules/items/5180582) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Additional Resources](https://auburn.instructure.com/courses/816513/modules/items/5180575) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Phonics- Word Work- Phonemes and Intervention Strategies](https://auburn.instructure.com/courses/816513/modules/items/5180579) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Week of Feb. 17 & 19 Chapter 6](https://auburn.instructure.com/courses/816513/modules/items/5216785) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Assignment ~Reading chapter 6](https://auburn.instructure.com/courses/816513/modules/items/5220636) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Week of Feb. 24 & 26 Chapter 7](https://auburn.instructure.com/courses/816513/modules/items/5216786) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Assignment ~Reading chapter 7](https://auburn.instructure.com/courses/816513/modules/items/5220635) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Lesson Plan 1](https://auburn.instructure.com/courses/816513/modules/items/5220649) | Feb 24, 2014 | 10 pts |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Lesson Plan 2](https://auburn.instructure.com/courses/816513/modules/items/5220650) | Feb 26, 2014 | 10 pts |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Additional Resources Reading Recovery](https://auburn.instructure.com/courses/816513/modules/items/5180574) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Additional Reading Resources](https://auburn.instructure.com/courses/816513/modules/items/5180578) |  |  |  |

Drag to reorder modules incompleteTUTORING Dean Road Elem March 3 & 5, 17 & 19

* [Module Options](https://auburn.instructure.com/courses/816513/modules)
* Feb 27, 2014 at 12am

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Week of March 3 & 5 Chapter 8](https://auburn.instructure.com/courses/816513/modules/items/5216787) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Lesson Plan 3](https://auburn.instructure.com/courses/816513/modules/items/5220651) | Mar 3, 2014 | 10 pts |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Lesson Plan 4](https://auburn.instructure.com/courses/816513/modules/items/5220653) | Mar 5, 2014 | 10 pts |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Assignment ~Reading chapter 8](https://auburn.instructure.com/courses/816513/modules/items/5220634) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Week of March 17 & 19 chapter 9](https://auburn.instructure.com/courses/816513/modules/items/5219441) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Assignments ~ Readings chapter 9](https://auburn.instructure.com/courses/816513/modules/items/5180580) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Lesson Plan 5](https://auburn.instructure.com/courses/816513/modules/items/5220656) | Mar 17, 2014 | 10 pts |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Lesson Plan 6](https://auburn.instructure.com/courses/816513/modules/items/5220660) | Mar 19, 2014 | 10 pts |  |

Drag to reorder modules incompleteMarch 24 & 26 Auburn University

* [Module Options](https://auburn.instructure.com/courses/816513/modules)
* Mar 20, 2014 at 12am

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Week of March 24 & 26 chapter 10](https://auburn.instructure.com/courses/816513/modules/items/5219442) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Assignment ~Reading chapter 10](https://auburn.instructure.com/courses/816513/modules/items/5220494) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Quiz 4](https://auburn.instructure.com/courses/816513/modules/items/5220493) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Case Study 1 Peer Review](https://auburn.instructure.com/courses/816513/modules/items/5220492) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Downloads for your Desktop](https://auburn.instructure.com/courses/816513/modules/items/5180584) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Cumulative Reflection](https://auburn.instructure.com/courses/816513/modules/items/5220647) | Mar 27, 2014 | 60 pts |  |

Drag to reorder modules incompleteClass at Auburn March 31, April 7,14, 21 ~~~~~~~TUTORING Dean Rd Elem April 2, 9,16 & 23

* [Module Options](https://auburn.instructure.com/courses/816513/modules)
* Mar 27, 2014 at 12am

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Week of March 31- April 2 chapter 11](https://auburn.instructure.com/courses/816513/modules/items/5219443) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Assignment ~Reading chapter 11](https://auburn.instructure.com/courses/816513/modules/items/5220496) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Quiz 5](https://auburn.instructure.com/courses/816513/modules/items/5220641) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Week of April 7 & 9 chapter 12](https://auburn.instructure.com/courses/816513/modules/items/5219444) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Assignment ~Reading chapter 12](https://auburn.instructure.com/courses/816513/modules/items/5220495) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Quiz 6](https://auburn.instructure.com/courses/816513/modules/items/5220642) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Week of April 14 & 16 chapter 2](https://auburn.instructure.com/courses/816513/modules/items/5219445) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Assignments~ Readings Chapter 2](https://auburn.instructure.com/courses/816513/modules/items/5180583) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [RtI Response to Intervention](https://auburn.instructure.com/courses/816513/modules/items/5180591) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Tiered Vocabulary](https://auburn.instructure.com/courses/816513/modules/items/5180587) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Background Information Tiered Vocabulary](https://auburn.instructure.com/courses/816513/modules/items/5180588) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Quiz 7](https://auburn.instructure.com/courses/816513/modules/items/5220643) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Week of April 21 & 23](https://auburn.instructure.com/courses/816513/modules/items/5220638) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Case Study Part 2](https://auburn.instructure.com/courses/816513/modules/items/5222293) | Apr 21, 2014 | 65 pts |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Parent Letter](https://auburn.instructure.com/courses/816513/modules/items/5222294) | Apr 21, 2014 | 20 pts |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Quiz 8](https://auburn.instructure.com/courses/816513/modules/items/5220644) |  |  |  |

Drag to reorder modules incompleteApril 28 Final Exam

* [Module Options](https://auburn.instructure.com/courses/816513/modules)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [Review for Final](https://auburn.instructure.com/courses/816513/modules/items/5220645) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Move | [LIVEBINDER](https://auburn.instructure.com/courses/816513/modules/items/5222292) | Apr 28, 2014 | 100 pts |  |

**Bibliography~ Additional Reading Resources**

**Articles:**

Afflerbach, P. (2002). The road to folly and redemption: Perspectives on the legitimacy of high-stakes testing. *Reading Research Quarterly, 37*(3), 348–360.

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

Bouchereau Bauer, E. (1999). The promise of alternative literacy assessments in the classroom: a review of empirical studies.  *Reading Research and Instruction*, *38(*2), Winter.

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.

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.

International Reading Association (1994). *Literacy assessment*: A joint position statement. Newark, DE: International Reading Association. Available: <http://www.reading.org/positions/lit_assess.html>

International Reading Association (1999). *High stakes in reading assessment*: A Position Statement. Newark, DE: International Reading Association. Available: <http://www.reading.org/downloads/positions/ps1035_high_stakes.pdf>

Invernizzi, M. A., Landrum, T. J., Howell, J. L., & Warley, H. P. (2005, March ). Toward the peaceful coexistence of test developers, policymakers, and teachers in an era of accountability. *The Reading Teacher, 58*(7), 610–618.

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.

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.

Snow, C. E. 2000. *Reading for understanding: Toward an R&D program in reading comprehension.* Santa Monica, CA: Rand.

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.

Torgesen, J. K., Rashotte, C. A., Alexander, A. (2001). [Principles of fluency instruction in reading: Relationships with established empirical outcomes.](http://www.fcrr.org/publications/publicationspdffiles/principles_fluency.pdf) In M. Wolf (Ed.), *Dyslexia, Fluency, and the Brain*. Parkton, MD: York Press.

Torgesen, J. K. (2002). [Lessons learned from intervention research in reading: A way to go before we rest.](http://www.fcrr.org/publications/publicationspdffiles/lessons_learned.pdf) In R. Stainthorpe (Ed.) Literacy: Learning and Teaching. *Monograph of the British Journal of Educational Psychology*.

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.

Williams, B. T. (2005, October). Standardized students: The problems with writing for tests instead of people. *Journal of Adolescent & Adult Literacy, 49*(2), 152–158.

**Books:**

Allen, J. (2004). Tools *for Teaching Content Literacy*. Stenhouse.  
Allington, R.L. (2006). *What Really Matters for Struggling Readers*, 2nd ed. Pearson.  
Allington, R. & Cunningham, P. (2007). *Classrooms That Work: They Can All Read and Write*. Allyn & Bacon.  
Bear, D., Invernizzi, M., Templeton, S., & Johnston, F.  (2003). Words *Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction.* Pearson Publishers.   
Farstrup, A.E. & Samuels, S. J. (Eds.) (2002). *What Research Has to Say About Reading Instruction*, 3rd ed. IRA.  
Fraunger, J. & Lewis, J. P. (2006). *Building a Knowledge Base in Reading* (2nd ed). IRA.  
Cunningham, P.  (2005). *Phonics They Use: Words for Reading and Writing*. Allyn & Bacon  
Cunningham, P., & Allington, R.  (2007). *Schools That Work: Where All Children Read and Write*. Allyn & Bacon.  
Kamill, M.L., Mosenthal, P.B., Pearson, P.D., & Barr, R. (2000*). Handbook of Reading Research*, Volume I II. Lawrence Erlbaum.  
Invernizzi, M., Johnston, F., Bear, D., Helman, L., & Templeton, S. (2006). *Words Their Way For English Language Learners.* Pearson Publishers.   
Rasinski, T. & Padak, N. (2001).  *From Phonics to Fluency: Effective Teaching of Decoding and Reading Fluency in the Elementary School.* Allyn & Bacon.  
Samuels, S. J. & Farstrup, A.E. (Eds.) (2006). *What Research Has to Say about Fluency Instruction*. IRA.