**CTRD 3000: Fundamentals of Language and Literacy Instruction Spring 2017**

**Term:** Spring 2017

**Credit hours:** 3. Contact hours: 2 lecture, 1 lab

**Prerequisites:** Admission into Teacher Education

**Co-requisite:** No co-requisites

**Class Days/Time:** Tuesdays/Thursdays 8:00-9:50 am.

Classroom: 2423 Haley Center. Lab 8:00-9:00 (Dean Road Elementary) on Thursdays.

I**nstructor:** Stacie Finley; Graduate Teaching Assistant, Department of Curriculum & Teaching

**Office:** 5024 Haley Center.

**E-mail:**slf0024@auburn.edu

**Office hours:** Tuesday, Thursday 10:00 AM-12:00 pm, unless in the field and by appointment.

**Texts & Materials: Required & Optional**

**Required Texts:**

# Fountas, I. & Pinnell, G. S. (2017). *The continuum of literacy learning, preK—8.* Portsmouth, NH: Heinemann.

* + 1. Murray, Bruce (2012). *Making sight words: Teaching word recognition from phoneme awareness to fluency*. Ronkonkoma, NY: Linus.
    2. Reading Uploaded to Canvas

**Required Materials for Tutoring:**

1. Writing Paper (print from Canvas) and pencil box/bag with pencils, crayons, colored pencils, etc.)
2. 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 Canvas. Plastic lower-case letter tiles (available from the AU Bookstore) are easier to handle.
3. Sound boxes (Elkonin boxes), cardstock squares showing the number of phonemes in a word. Directions for letters and letterboxes are in Practical Chapter 3.
4. ABC and Blends/Digraphs Charts, download and print from Canvas.
5. Single, small chalkboard or IPad w/ white board app (will be shown in class).
   1. **Optional:**
      1. 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.
      2. It is suggested that you join the Alabama Reading Association through the Plains Reading Council. Get involved and learn with others
      3. Small round markers/counters (pennies work just as well)

**Provided on Canvas:**

1. Masters for creating assessments

2. Masters for creating letter sets

3. Masters for ABC/Blends/Diagraph Charts

**Course description:** 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 3000 focuses on teaching children how to read during the developmental stages of emergent literacy, beginning reading, growing independence and fluency, and reading to learn. Students at each of these stages are commonly found in every grade in today’s elementary schools. You will learn to teach students to 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 3000 includes a field experience working with primary-grade students who are not yet fluent readers. Thus, as you study the research on teaching children how to read, you will apply what you learn in practical teaching experiences.

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

1. Understand the nature of our writing system and the challenges children face at each stage of learning to read.
2. Recognize the difficulties in learning to read experienced by some children and the underlying causes.
3. Understand, assess, and teach the component abilities involved in learning an alphabetic writing system, including phoneme awareness, letter recognition, and concepts about print.
4. 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.
5. 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.
6. Understand how to teach strategies for comprehending complex narrative and expository texts.
7. 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.
8. Tutor struggling readers in the primary grades to make measurable progress in reading.

**Class/University Policy Statements**

**A. Participation/Attendance.** Class attendance and engaged participation are essential to achieving the goals of this course. Missingclass is like skipping a chapter in a book—what follows is harder to understand. Excused absences are definedin the *AU Bulletin*: You may be excused for personal illness, a serious illness or death of someone in yourimmediate family, a field trip, a religious holiday, or a subpoena.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 via cell phone text prior to the start of tutoring. Later, contact the teacher to arrange an alternate time for tutoring. (Note: An alarm with a battery backup is an essential educational investment.)

**B. Tutoring Policies**

***PROFESSIONAL ATTIRE:*** Dress appropriately in the “uniform” of a teacher. While schools allow some variation, denim and tee shirts are NOT appropriate. Women should consider wearing slacks because we typically work on the floor.

***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, iPads 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. If your student needs to go to the restroom, nurse, media…ect you are required to escortthem. <While they are in the restroom, stand outside.>**

***OBLIGATIONS:***Reschedule a lesson time with the classroom teacher if you cannot meet your tutoring obligation. BE SURE TO NOTIFY ME IN ADVANCE OF DATE CHANGES

***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.

**C. Unannounced Quizzes**. There will be no unannounced quizzes.

**D. Disability Accommodations.** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**E. Honesty Code**.  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) 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.

**F. Course contingency**: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, then addendum to your syllabus and/or course assignments will replace the original materials. The professor reserves the right to adjust content and schedule as needed.

**G. Professionalism**: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

1. Engage in responsible and ethical professional practices
2. Contribute to collaborative learning communities
3. Demonstrate a commitment to diversity
4. Model and nurture intellectual vitality.

**H. 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) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email writctr@auburn.edu or call 334-844-7475, M-F 7:45am-4:45pm.

**Course Requirements and Assignments:**

**Grading Scale:**

Semester grades will be calculated by determining the percentage of the total number of available points.

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.

**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 should be placed on vibrate mode. Excessive use of cell phones and other technology

(Facebook, email) during class time will result in loss of points.

**Assignment Requirements:**

All assignments must be typed using APA applicable unless otherwise noted by the instructor. If your assignment contains excessive writing errors *it will not be accepted and points will be deducted*. 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.

**Assignments:**

**Reading Responses (12 @ 5 points each for a total of 60 points)).** Responses to readings will be submitted to Canvas via prior to class. Class will involve your group sharing individual responses, developing a shared summary of the readings, discussing connections to tutoring experiences, and collaborating on an application. To receive full points for the weekly reading, you must be in class. Partial credit will be given for reading responses submitted to Canvas, if class is missed. See Canvas for an updated schedule of required readings.

**Pre-Assessment Report, Tutoring Lesson Plans & Reflections, Post Assessment Report (310 points total)**

* 1. **Pre/Post Assessment Reports (150 points).** You will create an assessment kit based on The Observation Survey and other assessments during class. This assessment will be administered during the first three tutoring sessions and the three last tutoring sessions at the field school. You will also take Running Records each tutoring session. You will write up the interpretation report according to the form provided in class.
  2. **MIDPOINT Progress Check (30 points):** You bring your first three lessons to class, along with your Running Records and Writing Samples. In groups, you will analyze the lessons, looking for patterns of behaviors and areas of strengths and areas needing improvement. You will describe how this progress check will inform your future lessons. You compile this information into a report.
  3. **Tutoring Lesson Plans and Reflections (6 Tutoring Lesson Plans @20 points each for a total of 120 points):** To apply what you are learning, you will plan, teach, and evaluate lessons based on the initial assessment and your ongoing observations. 12 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 reflections, not on an evaluation of your actual teaching. You will be observed and provided feedback on your teaching, but this will be to better inform your teaching. Your lessons will follow a routine adapted from the Reading Recovery program, based on the work of Marie Clay and the Guided Reading work of In each lesson you will assess your student’s progress with a familiar book, make & break words, help your student write a message using interactive writing, and introduce and read a new book. All lesson plans should be drafted and brought to class on the Tuesday of the week. All final lesson plans are due before class on the following Tuesday.
  4. A & B above will be kept in an Assessment Notebook, which will inform your final write up of your students. The final write-up will be given to the classroom teacher in addition to being submitted to Canvas.

**Midterm (50 points):** The midterm will be based on both class work and readings, with primary emphasis on material from the text and relevant vocabulary.

**Parent Letter (20 points):** At the end of tutoring, you will write a letter to the parents of your students to inform them of the tutoring sessions. More directions will be given in class.

**Tutoring Process and Outcomes Presentations Final (50 points):** Students will create a PowerPoint (or Prezi or Emaze) present an overview of their assessments results, how the results informed their teaching, how their tutoring cycles went, how the students responded to tutoring, and the final assessment results. Emphasis will be placed on how the tutoring process impacted the student’s beliefs about reading and teaching reading.

**Participation (20 Points).** Attendance and participation in all classes is required.

Tentative Class Schedule Below.

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| --- | --- | --- | --- |
| Date | Location | Topics | Assignments DUE |
| 1/12 | Haley | Welcome/Class Overview |  |
| 1/17 | Haley | Good Readers VS Struggling Readers  Stages of a Reader  Inventories and Assessments- Preparing for Tutoring | Reader’s Response-Canvas Discussion Board |
| 1/19 | Haley | Inventories and Assessments-Preparing for Tutoring |  |
| 1/24 | Haley | Inventories and Assessments- Preparing for Tutoring | Reader’s Response-See Canvas |
| 1/26 | DEAN ROAD | Pre-Assessments  Analyze Assessments |  |
| 1/31 | Haley | Analyze Assessments  Guided Reading-Running Records | Reader’s Response-See Canvas |
| 2/2 | DEAN ROAD | Pre-Assessments  Analyze Assessments- |  |
| 2/7 | Haley | Preparing for Tutoring- Guided Reading Lesson Planning  Strategic Prompting- Levels of Prompting | Reader’s Response-See Canvas |
| 2/9 | DEAN ROAD | Pre-Assessments | Pre-Assessments/Report of Findings |
| 2/14 | Haley | Concepts About Print  Letter ID | Reader’s Response-See Canvas |
| 2/16 | DEAN ROAD | Tutoring Lesson 1 | Tutoring Lesson 1 |
| 2/21 | Haley | Phonemic Awareness  Decoding Strategies | Reader’s Response-See Canvas |
| 2/23 | DEAN ROAD | Tutoring Lesson 2 | Tutoring Lesson 2 |
| 2/28 | Haley | Phonics  Sight Words/Spelling | Reader’s Response-See Canvas |
| 3/2 | DEAN ROAD | Tutoring Lesson 3 | Tutoring Lesson 3 |
| 3/7 | Haley | MIDTERM  MIDPOINT PROGRESS CHECK | Bring 3 Tutoring Lesson Plans, along with Running Records and Writing Samples to class |
| 3/9 | DEAN ROAD | Tutoring Lesson 4 | Tutoring Lesson 4  MIDPOINT Progress Check DUE 3/10 |
| 3/21 | Haley | Vocabulary Development | Reader’s Response-See Canvas |
| 3/23 | DEAN ROAD | Tutoring Lesson 5 | Tutoring Lesson 5 |
| 3/28 | Haley | Building Comprehension | Reader’s Response-See Canvas |
| 3/30 | DEAN ROAD | Tutoring Lesson 6 | Tutoring Lesson 6 |
| 4/4 | Haley | Writing to Support Reading | Reader’s Response-See Canvas |
| 4/6 | DEAN ROAD | Post Assessments  Analyze Assessments |  |
| 4/11 | Haley | Building Comprehension | Reader’s Response-See Canvas |
| 4/13 | DEAN ROAD | Post-Assessments  Analyze Assessments |  |
| 4/18 | Haley | Creating Dialogue Around Text | Reader’s Response- See Canvas |
| 4/20 | DEAN ROAD | Post-Assessments  Analyze Assessments |  |
| 4/25 | Haley | Final Presentations | Parent Letter  Post-Assessments/Report of Findings  Tutoring Process and Outcomes Presentation |
| 4/27 | Haley | Final Presentations |  |