

**CTRD 7400/7406**

**Assessment and Instruction for Reading Intervention**

**Summer 2015**

Class time and place: Asynchronous distance education. Those able to tutor on campus may meet in 2423 HC 8:00-9:15 TR.

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*Office hours:* Monday, Tuesday, and Thursday, 4:00-4:50 PM, and likely at other times as well. I hope you will feel welcome to e-mail, FaceTime, telephone, or drop by the office to discuss any issues from this course.

**Catalog description:** Research‑based analysis of causal factors in reading difficulties, assessment strategies, and effective teaching with delayed readers. Includes practicum.

CTRD 7400/7406 is designed for graduate students seeking a research‑based understanding of the causes of reading difficulties, assessment procedures that locate impediments to reading development, and instructional interventions that effectively ameliorate reading weaknesses. Concepts will be applied in diagnostic teaching, i.e., instruction shaped by continual assessment of learning, with young readers experiencing reading difficulties. CTRD 7400/7406 is normally taken with a companion 2-hour clinical residency course, CTRD 7920A, which is required for the Alabama Class A (master's level) Reading Specialist Certificate.

Each student will assess and tutor a delayed reader in the elementary grades with mild to serious reading problems. Students in CTRD 7920A will acquire additional experience teaching a second struggling reader of a different age. You will assess your students' reading difficulties with the versatile Qualitative Reading Inventory (QRI) and use this and other diagnostic information to develop intensive, focused instruction for rapid reading progress.

The primary learning activity in this course is thoughtful reading. Classes will be structured around assigned readings. Using Panopto videos, I will preview each reading to activate your knowledge about the topic and generate interest in the text. Later, we will reexamine, evaluate, and apply the content of the reading through discussions, activities, and supervised teaching.

**Texts.** Three texts are required.

1. McCormick, Sandra, and Zutell, Jerry (2010).*Instructing students who have literacy problems* (any recent edition). Upper Saddle River, NJ: Pearson. McCormick provides a contemporary research‑based view of the causes of reading difficulties, a thorough introduction to reading assessment, and practical ideas for clinical instruction.

2.Leslie, Lauren, & Caldwell, JoAnne (2000-2010). *Qualitative Reading Inventory-3, 4. or 5*. Boston: Pearson. The QRI is a flexible, research‑based informal reading inventory, useful for answering many diagnostic questions. It will serve as the basic assessment tool in this course.

3. Murray, Bruce (2012). *Making sight words: Teaching word recognition from phoneme awareness to fluency*. Ronkonkoma, NY: Linus. In this document it will be abbreviated *MSW*. *MSW* contains expository chapters (EC) 1-12 and practical chapters (PC) 1-8. In Canvas, I have linked content literacy guides that organize the key informatation from assigned chapters.

In addition, we will read this classic research synthesis:

• Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly, 21,* 360‑406. Stanovich sweeps away many misconceptions about the nature of reading difficulties to identify the likely culprits.

**COURSE REQUIREMENTS**

**Attendance.** Regular engaged participation is essential to achieving the goals of this course. You will need a thorough understanding of teaching and assessment techniques I will explain and model by Panopto video and linked exemplary teaching videos as well as opportunities to consolidate course readings via discussion with your fellow students. In addition, you will apply what you learn to help a struggling reader make significant, measurable progress in reading. You must meet a minimum of 12 times with your student in approximately 45 minute sessions. Students in CTRD 7920A will work with a second struggling reader at a different age or developmental level.

Quizzes and assignments not submitted on time will lose 10% credit per weekday late, to a maximum of 30% lost credit. For example, a 20‑point assignment due Tuesday would be worth 14 points at most by Friday. If you have responsibilities that take you away from the course for an extended time, please organize your schedule to work ahead for the time you will be away.

*Grading Plan* Totals

Practicum Reflections & plans = 120

6 Reflections & plans @ 20 points each = 120 pts. Video lesson submissions = 50

5 Video lesson submissions @ 10 points each = 50 pts. Clinical report @ 100 = 100

Clinical report = 100 pts. Quizzes = 190

Academic work 3 Final questions @ 30 = 90

14Quizzes @ 10 or 20 points each = 190 pts. 550

3 Final questions @ 30 points each = 90 pts.

Grades will be based on the percentage of points earned, where 90% (493 points with rounding) is an A, 80% is a B, 70% is a C, and 60% is a D. Assignments and point totals are subject to change.

**Diagnostic teaching and report.** To apply the information learned in this class, you will carry out assessments and lessons for a struggling elementary reader. Our tutoring program is adapted from the Reading Recovery program, which emphasizes daily assessment and motivated reading and writing. We include explicit instruction and practice reading decodable text. Two diagnostic teaching sessions per week will be scheduled (see calendar below). You must successfully complete the diagnostic teaching program to receive credit for this course. Written lesson reflections and teaching plans will be submitted weekly by Canvas upload.

In addition, I would like you to video a lesson segment each week. Each video will feature a word-learning activity (letterbox lesson or wordmapping) or help with oral reading (see calendar). Please video a 5- to 15 minute segment of your lesson using your phone, iPad, or video camera so that the lesson materials are visible and the audio is audible. The videos will replace the live supervision in the on-campus version of this course. You can video either of your students, assuming you are also enrolled in CTRD 7920A. I will look for highly effective tutoring to post for the benefit of the rest of the class, and I will invite your constructive commentary on these lessons. If you produce a standout video that exemplifies excellent teaching, I will ask your permission to make your work available to future classes. I will provide a video permission form on Canvas for parents to give their permission.

At the conclusion of tutoring, you will prepare a clinical report. In this report, you will record your observations of your student's behavior, explain what you taught, report on current reading abilities and needs, and make recommendations to teachers and parents. I will need an electronic copy by Canvas upload, along with a folder of appendix materials. I can read word processing files in Microsoft Wordand in rich text format.

Students enrolled in the Clinical Residency (CTRD 7920A) will assess and tutor a second student at a different age or developmental level. You may reflect and plan for either student each week to meet the R&P requirement. However, you will prepare and submit a diagnostic report on both students for their parents as described above.

#### Recoommended materials for tutoring

• A 3‑sided project board of styrofoam or cardboard. This board serves as a portable "cubby," a screen from distracting sights and sounds, and a place to mount lesson materials and student work.

• Age-appropriate writing paper and pencils. We have developed primary paper, available under Materials in Canvas. Another useful source: <http://www.abcteach.com/directory/teaching_extras/border_papers/>

• Letter manipulatives. Plastic or die-cut lowercase letter tiles (not capitals) work well. A double-sided set to laminate and cut out may be copied from the Materials file on Canvas.

• Elkonin letterboxes—cardstock squares that show the number of phonemes in a word. Directions for letterboxes and letters may be found in PC3 in *MSW*, "How to Teach a Letterbox Lesson."

• Mark‑on copies for selected word lists and passages of the *QRI*, with copies of the student materials that may be laminated or preserved with sheet protectors. Mark-on copies may be printed from the CD-ROM included with the *QRI*.

*Tutoring policies*

1. Do not give your student any treats (candy, pencils, etc.). This often leads to jealousy among peers and confuses the motivation for learning for the student. Your friendly attention is sufficient reward.

2. Contact your student's parent early to reschedule the lesson time if, in the event of serious illness or emergency, you cannot meet your tutoring obligation.

3. Set up your materials at least 10 minutes before your scheduled lesson time to be ready to meet your student.

4. Have your lesson plan completely prepared before your arrival. In the brief moments before meeting your student, you will not have time to devise letterbox example words, select books, etc.

5*.* Dress appropriately in the “uniform” of a teacher. While there is no need to dress up, denim and tee shirts are usually not appropriate.

6. Bring a timepiece to tutoring and use it to pace your lesson. All children must be picked up and returned at the appointed times so the parent can stay on schedule. You may not keep your student longer than the designated time.

7. You are responsible for your student. Don't leave your student unattended at any time.

8. Don’t allow your student to stray from the lesson. Recognize and reward your student’s work and attention, and provide mild but consistent consequences for disruptive behavior.

9. Always make decisions based on what is best for the student. Enjoy your tutoring experience. Your student should feel your personal warmth and see your enthusiasm for reading.

**Lesson reflection and plan** (20 points total). Each Thursday beginning June 4, you are required to submit a reflection on your tutoring thus far and plans for the next lesson and beyond. Answer each question with a brief but succinct response.

**1. Reflection.** Here explain what you have learned from your teaching experience.

A. (2) What does your student know? Always begin by identifying the student's phase of recognizing words (prealphabetic, partial alphabetic, full alphabetic, or consolidated alphabetic) and instructional level (emergent, preprimer, primer, first, second, etc.). Then describe at least one accomplishment your student has made (e.g., a new correspondence, an effective strategy, a better behavior, a more positive attitude). Include any new *QRI* results in this section.

B. (2) What does your student need to learn? Catalog *at least two* specific missing vowel or digraph correspondences by giving both the grapheme (letter or digraph) and the phoneme, e.g., *i* = /i/ or *a\_e* = /A/. To identify missing correspondences, analyze oral reading miscues (including self‑corrections). Then mention at least one other instructional goal (e.g., letters or phonemes to recognize, a reading strategy, a more constructive behavior, or a better attitude).

C. (2) What worked well this week? Tell about at least two things *you* did that succeeded, e.g., an explanation, a model, a practice activity you used that helped your student catch on, or any measure you took to make the lesson more effective.

D. (2) What worked less well, and how could you make it work better? Reflect on something about your lesson that was less than perfect, and explain your plan to make it work more smoothly next time.

**II. Plan.** Provide a specific plan for your next lesson and (in part E) a general plan for the following lesson.

A. Give the title of the familiar book your student will reread and how you will assess the reading. Usually this is the new book from the previous lesson. Options for reading assessment include *QRI* testing, noting miscues, taking a running record, charting repeated readings, or using fluency check sheets. *For the initial lesson only*, tell which pretests you have completed and which you still need to administer. (2)

B. (4) Explain your letterbox or wordmapping lesson plan. For a letterbox lesson, first state the specific correspondence you will teach, giving both the grapheme and phoneme, e.g., *igh* = ­/I/. Then list all your example words in phoneme-count sequence. Your list should have . . .

* 3-12 one-syllable words with regular spellings. Omit irregular words and consecutive rhymes.
* Review words with earlier short vowels. For long vowels, include the short vowel partner.
* 1 or more words with digraphs. These may be kept simple in early lessons (e.g., pa*ss*, be*ll*, ti*ck*).
* 1 or more words with 4 or more phonemes. These words will include consonant clusters.

Bracket word groups to give the number of phonemes for each word (i.e., the number of letterboxes). Finally, make a large font printout with the lesson words; include one or more untaught words or pseudowords with the target correspondence.

For wordmapping lessons, give . . .

* Lesson goal as spelling pattern, rule or grapheme-phoneme correspondence (e.g., the root *graph*).
* List of example words (e.g., graphic, telegraph, paragraph, autograph, photography).
* Dictionary syllabication for each word and phoneme count by syllables (graph-ic 4-2, tel-e-graph 3-1-4, par-a-graph 3-1-4, au-to-graph 1-2-4, pho-tog-ra-phy 2-3-2-2).

C. (2) Give the title and an introduction for the new book your student will read aloud with your help. Provide a brief version of your booktalk, introducing the character's ordinary life and describing the inciting incident that sets up a problem or goal without revealing the plot. With a nonfiction book, introduce the topic, provide some interesting details, and ask provocative questions.

D. (2) Explain how you will help your student write a message. Provide at least one specific topic suggestion (e.g., a favorite food), but allow the student to decide what to write about. Don't make the message a dictation or directed exercise. Your suggested topic could be a message to the student or an illustration; if so, summarize the content of the message or illustration.

E. (2) Long‑range plans. Give general plans for the next lesson to follow. Tell which correspondence you will introduce or review (specify grapheme and phoneme, e.g., *oa* = /O/), and mention any plans for *QRI* testing, special activities, behavior management, review games, adaptations, book levels, or special topics. Don't mention routine activities or unnecessary specifics (book titles, words for the letterbox lesson, etc.). *For the first lesson only*, provide your behavior management plan with 3-5 rules, a hierarchy of rewards and consequences, and a 4-token system for positive recognition.

**Review of research.** Objective quizzes will check comprehension of assigned readings (see calendar for dates). These quizzes will be taken under time limits in Canvas. In addition, you will periodically summarize the conclusions of research for three "final questions" of the course in lieu of a final exam:

1. What causes reading difficulties?

2. How do we efficiently find out where reading development is stalled?

3. How do we effectively teach children with reading difficulties?

To answer each question, please compose a well‑organized essay with a reasonable degree of detail, supporting your conclusions with APA-formatted citations and a reference list of primary sources—original research, not McCormick's text (you may cite McCormick's sources). Your answer should thoroughly address central issues of the problem with accurate and relevant information from the text and from class presentations, grounding claims in research and research‑based theory. Expected length for each question is about 2 single‑spaced typewritten pages. Dates for completing each research summary are included in the calendar below.

**Class Policy Statements**

*Unannounced quizzes*: There will be no unannounced quizzes.

*Accommodations*: Students who need accommodations are asked to arrange a meeting during the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

*Honesty Code*: The University Academic Honesty Code and the *Tiger Cub* rules and regulations pertaining to cheating will apply to this class.

*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:

☐ 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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**Summer semester 2015: Tentative calendar.** Assigned readings are indicated by the symbol 🕮, written assignments by 🖉, and quizzes by ✪. Readings indicated by PC (practical chapter) or EC (expository chapter) are from *Making Sight Words* (*MSW*). QRI readings are from the Qualitative Reading Inventory, and McC readings are from the McCormick and Zutell text. EC is extra credit. Assignments and dates are subject to change.

**May 2015**

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| --- | --- | --- | --- | --- | --- | --- |
| Sun | Mon | Tuesday | Wed | Thursday | Fri | Sat |
| 17 | 18 | 19 Course introduction. 🕮 PC 1, How to introduce a new book; 🕮 PC 5, How to assess to find out where reading is breaking down. | 20 | 21 🕮 PC 2, How to scaffold word learning during oral reading. 🕮 QRI Sec. 1-6. Read preprimer through Level 1 passages, comprehension questions, and answers. ✪ PC 5.  🖉 Letters to students. | 22 | 23 |
| 24 | 25 Mem  Day | 26 🕮 QRI Sec. 7, 9, 10, 11, 12, & 13. Read Level 2-4 passages, comprehension questions, and answers. ✪ PC 2. | 27 | 28 ✪ QRI Manual. Managing behavior. 🕮 EC 3: How beginners develop the ability to read words. | 29 | 30 |
| 31 |  |  |  |  |  |  |

**June 2015**

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| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 🕮 McC Ch 1. 🕮 PC 3, How to teach a letterbox lesson. ✪ EC 3. | 3 | 4 Tutoring (pretests). 🕮 PC 6, How to take a running record. ✪ PC 3.  🖉 R & P #1. EC: Wordmapping. | 5 | 6 |
| 7 | 8 | 9 Tutoring. 🕮 McC Ch 2, part I.  ✪ PC 6. | 10 | 11 Tutoring. 🕮 McC Ch 2, part II.  🖉 R & P #2. Video 1: Oral reading. | 12 | 13 |
| 14 | 15 | 16 Tutoring. ✪ McC Ch 2. 🕮 PC 7, How to develop fluency through repeated readings. 🕮 PC 8, How to teach spelling as wordmapping. | 17 | 18 Tutoring. 🕮 McC Ch 3. 🖉 Final question #1. 🖉 R & P #3. Video 2: LBL or wordmapping. | 19 | 20 |
| 21 | 22 | 23 Tutoring. No class meeting (reading day for mini-semester I) | 24 | 25 Tutoring. 🕮 McC Ch 5. ✪ PC 7.  🖉 R & P #4. Video 3: Oral reading. | 26 | 27 |
| 28 | 29 | 30 Tutoring. 🕮 EC 6: Learning to detect phonemes in spoken words.  ✪ McC Ch 3 & 5. |  |  |  |  |

**July 2015**

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|  |  |  | | 1 | 2 Tutoring. 🖉 Final question #2.  🕮 EC 7. 🖉 R & P #5. Video 4: LBL or wordmapping. | 3 Ind  Day | 4 |
| 5 | 6 | 7 Tutoring. 🕮 McC Ch 7. ✪ EC 6. | | 8 | 9 Tutoring. 🕮 McC Ch 8. 🖉 R & P #6. ✪ EC 7. Video 5: Oral reading, LBL, or wordmapping. | 10 | 11 |
| 12 | 13 | 14 Tutoring posttests & goodbyes.  ✪ McC Ch 7 & 8. 🕮 McC Ch 10. | | 15 | 16 ✪ McC Ch 10. 🕮 McC Ch 11. EC: Vocabulary. | 17 | 18 |
| 19 | 20 | 21 🕮 McC Ch 12. ✪ McC Ch 11 & 12. 🖉 Final question #3. EC: Reciprocal teaching. | | 22 | 23 🕮 Stanovich. Stanovich seminar. ✪ Extra Credit Quiz, Stanovich. | 24 | 25 |
| 26 | 27 🖉 Clinical reports due. | | 28 | 29 | 30 | 31 |  |