**CTRD 3000: Fundamentals of Language and Literacy Instruction II**

**Summer 2018**

Schedule and Contact Information**:** Mondays & Wednesdays, 2423 HC.

Class: 9:00-10:50 am.Lab (June 4-July 16): 8:00-8:50 am.

Instructor: Bruce A. Murray, PhD, Assoc Professor, Dept of C&T

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Reading Genie website (please bookmark—many useful materials here).

 <http://wp.auburn.edu/rdggenie/>

*Office hours:* Tuesday, and Thursday, 4:00-4:50 PM, and likely at other times as well. I hope you will feel welcome to e-mail, telephone, or drop by the office to talk about lesson plans, assessments, or other issues.

Catalog description**.** Prerequisites: CTRD 3700, admission to Teacher Education. Research-based theory and teaching strategies to meet the language and literacy needs of all children, especially those at risk of reading difficulties. Includes laboratory teaching experience.

 CTRD 3710 focuses on teaching children how to read during the developmental stages of emergent literacy, beginning reading, and growing independence and fluency. 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, identify and spell words, and develop fluent reading. 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 tutoring 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:Murray, Bruce (2012). *Making sight words: Teaching word recognition from phoneme awareness to fluency*. Ronkonkoma, NY: Linus.

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.
* 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 by university policy: You may be excused for personal illness, a serious illness or death of someone in your immediate family, a field trip, a religious holiday, or a subpoena. For a provisional excuse, please notify me on or before the day you miss by leaving a message by e-mail or telephone (no documentation is necessary). For a fully excused absence, you will need to provide documentation for your absence.

 You will earn up to 60 points by attending class and arriving on time (see grading plan below). Quizzes missed because of unexcused absences may not be made up (though you can still submit the content literacy guide for 5 points). Late assignments lose 10% credit per unexcused *weekday* late (including weekdays when we don't meet) to a maximum of 30% lost credit. For example, a 20-point assignment due Thursday would be worth at most 14 points by Tuesday. 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.

 Absence from tutoring responsibilities limits your student’s reading progress and may inconvenience parents. If in an emergency you cannot teach your student, please call the parent well *before* lab to arrange an alternate time for tutoring. (Note: An alarm with a battery backup is an essential educational investment.)

Grading Plan.Approximately 670points may be earned by various means. Semester grades will be calculated by determining the percentage of this total, where 90% (600 points with rounding) is *A*,80% is *B*,70% is *C*,and 60% is *D.* Please note that this is only a plan; point totals for course achievements may change during the course of the semester if assignments are added or deleted. You will earn points for the following achievements:

🎖 Attendance(60 points). 3 points may be earned for attending each session or for a fully excused absence (1 point for a provisionally excused absence or for arriving more than 5 minutes after the beginning of class or less than 5 minutes before tutoring).

🎖 Tutoring(180 points). 6 reflections and plans @ 20 points each (120 points), a completed pretest interpretation form (10 points), and a literacy report (50 points).

🎖 Quizzes(140 points). 14 quizzes @ 10 each.

🎖 Lesson design project(90 points). 3 lessons @ 30 points each (20 for draft; 10 more for publication).

🎖 Midterm and final exams(200 points). Each exam will be worth 100 points.

Tutoring.To apply what you are learning, you will plan, teach, and evaluate lessons and develop a literacy report for a primary-grade struggling reader. Twelve 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 in reading a familiar book, teach your student a new correspondence with a letterbox lesson, introduce a new book and scaffold as your student reads aloud, and help your student write a message. Every week you will write a brief reflection on the previous lesson and a plan for the lesson to be taught next (see calendar). Your reflection and plan must be submitted by Canvas upload on due dates Wednesday after tutoring but before 4:45 PM Thursday. Detailed checklists will guide your planning.

 At the end of the semester, you will write a report for your student’s parents. The report will record your observations of the student’s behavior, explain what you taught, discuss the student’s current reading abilities and needs, and make recommendations to teachers and parents. This report must be submitted by Canvas upload.

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. If you work on the floor, I recommend getting a throw rug or a large towel for you and your student to sit on.

🖈Primary writing paper (the kind with dotted guidelines between solid lines) and pencils. Illustrated primary paper can be found on Canvas/Tutoring materials.

🖈Letter manipulatives. Plastic lower-case letter tiles (available from the AU Bookstore) are easiest to handle. A double-sided set of paper letters to laminate and cut out may be downloaded from Canvas/Tutoring materials.

🖈Letterboxes (Elkonin boxes) are cardstock squares showing the number of phonemes in a word. Directions for letters and letterboxes are in *Making Sight Words,* Practical Chapter 3.

Tutoring policies

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

2. Have your lesson plan completely prepared before your arrival. In the brief moments before meeting your student, you won't have time to prepare book introductions, devise letterbox example words, etc.

3. Set up your materials at least 10 minutes before your scheduled lesson time to be ready to meet your student. You should be standing at the entrance to Haley Center when your student arrives.

4. 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 scheduled.

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

6. Don't 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 ample reward.

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

8. 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. We do not want parents to come to Haley Center if you are not there.

9. Always make decisions based on what is best for the student. Enjoy your tutoring experience. What's important is that your student feels your personal warmth and sees your enthusiasm for reading.

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

🛉 *Emergent literacy,* ideas for teaching letter recognition, phoneme awareness, or concepts about print.

🛉 *Beginning reading,* ideas for teaching students to decode or spell words.

🛉 *Growing independence and fluency,* ideas for teaching students to read with automatic word recognition, which allows faster, smoother, more expressive, and silent reading, and which encourages voluntary, avid reading.

You will design one explicit lesson for each of these stages. You may start from scratch or adapt a lesson from another source (methods text, journal, website, teaching observations, etc.). In selecting activities, keep in mind that the outcome we’re after is learning, whether or not the lesson is 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 (see calendar). I will grade the drafts for content (not mechanics) to help you revise and strengthen the lessons. Late in the semester, I will show you how to make web pages on Wix.com from your text files. Your lessons will be published on your own public web pages to meet media literacy standards. The design index site will link to your lessons. After the project is graded, you may delete the pages from your web page after, or you may choose to remove your email address from your posted lessons. If students do not wish their designs published, I will remove them from the index after students introduce their designs in class, after which the design index page will be linked to the Reading Genie site to publish the designs.

Quizzes and reading guides**.** Brief quizzes will assess your comprehension of each reading on the day the reading is assigned (see calendar). Quizzes are designed to be easy enough that a careful reading will earn a good score without extensive study, but too difficult to finesse using background knowledge and test-taking skills. Reading guides are available to help you get the most important points from each chapter. Completed guides may be used while taking quizzes but not exams; they will count for 5 of the 10 points on quizzes.

Exams**.** The midterm and final exams will be based on both class work and readings, with primary emphasis on material from *Making Sight Words*. Exams will feature both objective questions (multiple choice, true-false, and matching questions) and essay items (brief explanations, abbreviated lesson designs with explanation, modeling, and a practice activity, and one extended essay selected from several options, planned using an outline, web, or graphic). The midterm exam will cover expository chapters 1-6 and practical chapters 1-6, and the final exam will cover expository chapters 7-10 and 12 and practical chapters 7-9.

University and College Policies

**Participation**. All students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met and for initiating arrangements for missed work.

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

**Accommodations**. Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Academic Honesty Policy**. All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Professionalism**. Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

Summer Semester 2018: Tentative Calendar

Readings are to be completed *before* the class for which they are assigned. Comprehension of each reading will be assessed by a brief quiz. Assignments and due dates are subject to change. Lesson plans should be submitted electronically by 4:45 PM Thursdays.

Symbol Key

Assigned reading 🕮; Quiz ✪; Expository Ch. EC; Practical Ch. PC; Written assignment 🖉; Reflection & Plan 🖉 RP#

# May 2018

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| --- | --- | --- | --- | --- | --- | --- |
| Sun | **Monday** | Tu | **Wednesday** | Thu | Fri | Sat |
| 20 | 21 Course intro. 🕮 **EC 1** A new view of sight words. 🕮 **PC 1** How to introduce a new book. | 22 | 23 🕮 **EC 3** How beginners develop the ability to read words & 🕮 **PC 2** How to scaffold word learning during oral reading. ✪ **Q EC 1.** Booktalks. | 24 | 25 | 26 |
| 27 | 28 Memorial Day | 29 | 30 🕮 **PC 3** How to teach a letterbox lesson. ✪ **Q** **EC 3.** 🖉 In class: Letter to student. | 31 | 1 | 2 |

# June 2018

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| 3 | 4 🕮 **PC 5** How to assess to find out where reading is breaking down [bring pretest materials to class]. 🕮 **EC 2** How alphabets work. Managing behavior. ✪ **Q PC 2** | 5 | 6 Tutoring (pretests). Interpreting assessments; how to write a reflection & plan.✪ **Q PC 3** | 7🖉RP#1 | 8 | 9 |
| 10 | 11 Tutoring. 🕮 **EC 4** The language processing system of skilled readers. ✪ **Q PC 5.** 🖉 Pretest interpretation form. | 12 | 13 Tutoring. 🕮 **EC 6** Learning to detect phonemes in spoken words. ✪ **Q** **EC 2.**  | 14🖉RP#2 | 15 | 16 |
| 17 | 18 Tutoring. 🕮 **PC 6** How to take a running record. Directions: EL design. ✪ **Q** **EC 4.** | 19 | 20 Tutoring. 🕮 **EC 5** Preparing students to learn to read. 🕮 **PC 4** pp. 286-290, How to teach concepts about print. ✪ **Q** **EC 6.**  | 21🖉RP #3  | 22 | 23 |
| 24 | 25 Tutoring. 🕮 **EC 7** How to teach phonics for sight word learning. 🖉 Design: Emergent literacy ✪ **Q EC 5.**  | 26 | 27 Tutoring. **Midterm exam** | 28🖉RP #4 | 29 | 30 |

# July 2018

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| 1 | 2 Tutoring. Video: Scaffolding oral reading. 🕮 **PC 7** How to develop fluency through repeated readings. Directions: BR design. ✪ **Q PC 6.** | 3 | 4 Independence Day | 5🖉RP #5  | 6 | 7 |
| 8 | 9 Tutoring. 🕮 **EC 8** Choosing texts for reading instruction. Directions: GF design. ✪ **Q** **EC 7.** Video: LBL. 🖉 Design: Beginning reading. | 10 | 11 Tutoring. 🕮 **EC 9** Moving from decoding to fluency. Creating webpages on Wix.com. Extra credit: Decodable texts. ✪ **Q PC 7.**  | 12🖉 RP#6 | 13 | 14 |
| 15 | 16 Tutoring (posttests). Interpreting posttests. **PC 9** Writing a literacy report.🖉 Design: Growing independence and fluency ✪ **Q** **EC 8** | 17 | 18 🕮 **EC 10** Developing word recognition through spelling. ✪ **Q EC 9.** 🖉 Literacy report. Peer review in class. | 19 | 20 | 21 |
| 22 | 23 🕮 **PC 8** How to teach spelling as wordmapping. Bonus Spelling Quiz. ✪ **Q** **EC 10.** 🖉 Designs in HTML | 24 | 25 🕮 **EC 12** Landmarks and pitfalls. Introduce lesson designs. Bonus Replacement Quiz. Learning centers review activities. | 26 | 27  | 28 |
| 29 | 30 | 31 | 1 ✪ Final Exam 8:00-10:30 | 2 | 3 | 4 |