Foundations of

Language and Literacy Instruction II

CTRD 3010

Auburn University

**Department:** Curriculum & Teaching

**Program:** Elementary Education-Reading

**Course Title:** Language & Literacy Instruction II

**Course Credit:** 4 hours

**Semester:**

**Instructor:**

**Email:**

**Phone:**

**Office:** Haley

**Office Hours**: By Appointment

**Prerequisites:** CTRD 3000 Language & Literacy Instruction I

1. **COURSE DESCRIPTION**

**Course Description**

This course provides a scientifically based reading research foundation essential for understanding student reading development and informing explicit, systematic instruction in the core aspects of reading. Topics include understanding reading research, cognitive processes involved in reading, language development, and effective reading instruction and assessment for students in K-6. Additionally, the course emphasizes the theoretical foundations of literacy development in children and its implications for teaching.

1. **REQUIRED TEXTS AND READINGS**

**Textbooks**

Honig, B., Diamond, L., Gutlohn, L., (2008). Teaching reading sourcebook. Arena Press; 3rd edition.

Hougen, M. (2020). Fundamentals of literacy instruction & assessment, Pre-K-6.  New edition, Brookes Publishing

**Additional Readings- In-Class or Homework**

* Alabama State Department of Education- Multi-Tier System of Support
* Alabama Dyslexia Resource Guide
* Findings from the National Reading Panel
* Auburn City schools Response to Intervention Framework
* The Reading Rope -Breaking it Down
* What is Scarborough’s Reading Rope

**Web Resources:**

**Alabama Course of Study for Language Arts** [**https://www.alabamaachieves.org/wp-content/uploads/2021/08/2021-Alabama-English-Language-Arts-Course-of-Study.pdf**](https://www.alabamaachieves.org/wp-content/uploads/2021/08/2021-Alabama-English-Language-Arts-Course-of-Study.pdf)

**The Reading Rope:** [**https://www.reallygreatreading.com/content/scarboroughs-reading-rope**](https://www.reallygreatreading.com/content/scarboroughs-reading-rope)

[Foundations of Reading Test support: https://www.youtube.com/playlist?list=PLBtoj0Jl2SNyagJb-q-V3gymv4i4B0km0](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fplaylist%3Flist%3DPLBtoj0Jl2SNyagJb-q-V3gymv4i4B0km0&data=05%7C02%7Cvmc0004%40auburn.edu%7Caf0b279b0f4f4959ba4508dcad7a8ba6%7Cccb6deedbd294b388979d72780f62d3b%7C0%7C0%7C638575989038686835%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=2kXtKJ1cbTL85WspI8AkeGN83ca%2Bdx4Qt1Kh3H1jIwY%3D&reserved=0)

**Dyslexia:** [**https://dyslexiaida.org/dyslexia-basics/**](https://dyslexiaida.org/dyslexia-basics/)

1. **LEARNING OBJECTIVES**

**By the end of this course, you will recognize, explain, and apply:**

1. **Recognize** the key components of scientifically based reading research and its relevance to student reading development.
2. **Explain** the cognitive processes involved in reading and how they contribute to language development.
3. **Apply** effective reading instruction and assessment techniques for students in grades K-6 based on a solid understanding of reading research.
4. **Demonstrate** an understanding of the theoretical foundations of literacy development in children and articulate its implications for teaching practices.
5. **ALABAMA LITERACY STANDARDS**

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| ALSDE Standards |
| 1.1 Recognize and explain the language processing requirements of proficient reading and writing (phonological, orthographic, semantic, syntactic, discourse).  1.2 Explain and apply the developmental progression of oral language and phonological awareness, phonemic awareness, phonics (decoding and encoding skills), vocabulary, fluency, comprehension, and written expression. |
| 2.3b Apply explicit and systematic phonics instruction.  2.3c Apply a wide variety of explicit instructional strategies to support beginning readers and writers.  2.1c Recognize, explain, and apply in practice a rationale for multisensory and multimodal language-learning techniques.  4.4 Recognize, explain, and apply differentiated instruction by selecting and using appropriate assessments, including amount of teacher regulation of learning, feedback, group size, instructional time allotment, frequency, duration, evidence-based instructional materials, and opportunities to respond. |
| 2.2g Apply knowledge of various learners’ development (e.g., English learners, multilingual learners – including those who possess multiple dialects, and struggling readers – including those with the characteristics of dyslexia) to create a positive, equitable learning environment.  2.6a Recognize, explain, and apply comprehension lessons that address background knowledge, interpretation of vocabulary and academic language, and text structure using strategies that are appropriate for the selected text. |
| 2.6b Apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by current evidence-based practices aligned with SoR.  2.6c Recognize, explain, and apply in practice considerations for instructional routines appropriate for each major genre: narrative, information, and poetry. |
| 2.4a Recognize and explain the importance of fluency instruction that leads to accuracy, prosody, and automaticity for building reading comprehension.  2.4b Explain how appropriate technologies can assist students with serious limitations in reading fluency.  2.4d Recognize, explain, and apply in practice a variety of evidence-based instructional strategies for fluency using informed instruction and progress monitoring techniques |
| 4.1 Recognize, explain, and apply how to select, evaluate, administer, and analyze data from evidence-based assessments (screening, diagnostic, progress monitoring, and outcome-based assessment).  4.2 Recognize and explain core components of the Alabama model of Multi- Tiered System of Support (MTSS), including high-quality core instruction in whole group and small group (Tier 1) using universal screening, student academic data, diagnostic assessment, continuous progress monitoring, evidence-based interventions (Tier 2), and integrity of instructional intervention with a vetted Alabama Literacy Task Force dyslexia specific intervention program (Tier 3).  4.3 Recognize and explain knowledge of Alabama’s [Multi-Tier System of Support (MTSS)](https://www.alabamaachieves.org/al-multi-tier-system-of-supports/) and Response to Instruction (RtI) model for preventing and remediating reading deficiencies.  4.5 Recognize, explain, and apply a variety of different types and formats of assessments for different purposes when assessing reading (e.g., screening, progress monitoring, diagnostic, summative).  2.1b Recognize, explain, and apply in practice a rationale for adapting instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.  3.2 Recognize and explain state / federal laws that pertain to learning disabilities, including dyslexia and other reading and language deficiencies.  KPS 2.2 |
| 3.1 Recognize and explain the tenets of dyslexia and other reading and language deficiencies.  4.2 Recognize and explain core components of the Alabama model of Multi- Tiered System of Support (MTSS), including high-quality core instruction in whole group and small group (Tier 1) using universal screening, student academic data, diagnostic assessment, continuous progress monitoring, evidence-based interventions (Tier 2), and integrity of instructional intervention with a vetted Alabama Literacy Task Force dyslexia specific intervention program (Tier 3).  4.3 Recognize and explain knowledge of Alabama’s [Multi-Tier System of Support (MTSS)](https://www.alabamaachieves.org/al-multi-tier-system-of-supports/) and Response to Instruction (RtI) model for preventing and remediating reading deficiencies. |
| 5.4 Respect objectivity by reporting assessment and treatment results accurately, and truthfully. |
| 2.6c Recognize, explain, and apply in practice considerations for instructional routines appropriate for each major genre: narrative, information, and poetry.  2.1b Recognize, explain, and apply in practice a rationale for adapting instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning. |
| 2.1d Recognize, explain, and apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, and cumulative instruction.  2.5a Recognize, explain, and apply explicit vocabulary instruction for Tier 2 and 3 words, as well as incidental instruction in the context of texts (most Tier 1 words).  2.5c Recognize, explain, and apply in practice considerations for the sources of wide differences in students’ vocabularies.  2.5b Recognize, explain, and apply in practice considerations for the role and characteristics of indirect and direct (incidental) methods of vocabulary instruction, including morphology. |
| 1.2 Explain and apply the developmental progression of oral language and phonological awareness, phonemic awareness, phonics (decoding and encoding skills), vocabulary, fluency, comprehension, and written expression.  2.1a Recognize, explain, and apply in practice a clear scope and sequence for teaching conventions of print, grammar, and syntax in reading and writing.  2.1d Recognize, explain, and apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, and cumulative instruction.  2.3a Apply a systematic scope and sequence of skills building from simple to complex. |

1. **FIELD EXPERIENCES**

The field experience Case Study assignment comprises four components: a whole-group lesson plan, a small-group lesson plan, feedback, and creating an actionable report for both teacher and parents. .

### **CTRD 3010 Elementary Education: Key Assessment - Case Study**

This case study provides a comprehensive overview of the key assessment for CTRD 3010 Elementary Education, emphasizing the importance of scientifically based research. The study begins by addressing contextual factors, including school information, grade level, and classroom features, to set the stage for understanding the environment in which students learn. It also highlights the students' prior knowledge, capabilities, and ongoing learning processes, focusing on how their personal, cultural, and community assets relate to the lesson's central focus. Each student's profile—Student A, Student B, and Student C—is detailed with anecdotal observations and teacher input to provide a nuanced understanding of their individual learning experiences.

In the whole-group lesson decision-making section, the study summarizes instructional decisions based on collective observation of lesson data. It identifies instructional strengths and challenges for each student, supported by evidence. For instance, the strengths and challenges observed in Students A, B, and C are analyzed, providing a detailed account of each student's learning journey. The assessments used to identify these strengths and challenges are described and justified, explaining why specific methods were chosen.

Critical feedback is another crucial component of this case study. The feedback given to students is described in detail, along with how it was used to guide instruction, develop learning goals, and support students. This feedback loop is essential for continuous improvement and student success.

The transition to small group reteaching involves a 10-minute GoReact recording and an edTPA commentary, which offer insights into instructional strategies and their effectiveness. Each student's instructional strengths and challenges in the small group lesson are examined, providing evidence-based claims. This section also describes and justifies the assessment used in small-group instruction.

The study concludes with a justification of data and decision-making, highlighting updates related to the small group reteach, goals, recommendations for future support, and additional parental resources. The evidence provided includes whole and small group lesson plans, examples of critical feedback and its use, anecdotal notes, and references formatted in APA 7. This comprehensive approach ensures a thorough understanding of each student's learning experience and the effectiveness of instructional strategies.

(See Appendix A)

***VI. GRADING***

Major graded assignments:

The final grade for the course is:

90%-100%= A

80%-89% = B

70%-79% = C

60%-69% = D

**Classwork-= 10%**

Journal Completion- 40 points

Cursive Packet & In-class writing 25 points

**Foundation of Reading 10%**

Foundation of Reading Score 10 pts

Goal Setting 10pts

**Assignments 25%**

Theory Sheet 20pts

Theory Writing Assignment 25 pts

**Quiz 10%**

Quiz 1 20 pts

Quiz 2 17 pts

Quiz 3 11 pts

Quiz 4 10 pts

**Teaching Submission 25%**

Whole Group Lesson Plan 50 pts

Small Group Lesson Plan 15 pts

Actionable Report Parents 9 pts

Actionable Report Teacher 9 pts

Final Submission of Comprehensive Report and Reflection 20 pts

**Final Presentation 20%**

Final Team Presentation 100 pts

Final Presentation Collective reflections 10 pts

1. ***ASSIGNMENTS***

**Assignment Requirements:**

All assignments must be typed using 12-point font, double-spaced, with 1” margins unless otherwise noted by the instructor. If your assignment contains excessive writing errors, *it will not be accepted*. Make sure to proofread any submitted work before turning it in. Typographical and grammatical errors will result in the lowering of an assignment grade. All assignments will be submitted via Canvas. Only use Word files when uploading to Canvas.

### Late Assignments

Graded course assignments must be submitted by the listed due date and completed thoroughly. Major incomplete or submitted assignments after the listed due date will be reduced by 10% for each day they are submitted late for up to three calendar days. To pass the course, all assignments must be completed, whether credit is given. Late weekly assignments will not receive credit. Unexcused late assignments are unacceptable. It is the candidate’s responsibility to contact the instructor if assignment deadlines are not met. Candidates are responsible for initiating arrangements for missed work. Candidates must satisfy all course objectives to pass the course. Note: Technology failure and *email errors will not negate late penalties.*

Class Norms:

Be respectful of yourself and others-

The class will start and end at the instructor’s designated time. If you arrive late or leave early points

will be deducted from your attendance and participation. Cell phones should be placed on vibrate mode. Inappropriate use of cell phones and other technology during class will result in lost points.

Participation:

Participation will be defined as actively engaging in discussions during class. All candidates are expected to participate in all class discussions and exercises. The candidate is responsible for contacting the instructor if assignment deadlines are not met and initiating arrangements for missed work.

1. ***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. Attendance is required at each class meeting.

* + 1. Unexcused absences: Two unexcused absences will result in a letter grade being lowered on the final grade. At a third unexcused absence, the candidate will have a conference with the elementary education faculty and be referred to the Office of Student Services to be withdrawn from the course.

o For this course, an “unexcused absence” will be defined as missing a scheduled meeting OR going more than one full week without turning in assignments/making contact with the instructor.

NOTE: Because this is an accelerated summer, one class period is equal to three classes; therefore, if you miss one class, you have missed three classes.

* + 1. Tardiness: Tardiness indicates an unprofessional disposition. Continued tardiness (3 times or more) will be considered an unexcused absence. Leaving class early counts as an absence without prior (not same day) approval. A tardy consists of being more than five minutes late past the class scheduled beginning time or leaving class ten or more minutes from the course’s scheduled end time.
    2. Excused Absences: Candidates are granted excused absences from class for the following reasons: Illness of the candidate or serious illness of a member of the candidate’s immediate family, death of a member of the candidate’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance and religious holidays.
    3. Submission of all appropriate documentation for all excused absences is required no later than one week after the absence. After this timeframe, the absence will be marked unexcused. The candidate's responsible for initiating communication of any absence and providing appropriate documentation within the stated timeframe for the absence to be considered excused. When feasible, the candidates must notify the instructor before any excused absences, but such notification shall not occur more than one week after the absence. See the Student Policy eHandbook for more information on absences. Candidates who wish to have an excused absence from this class for an additional reason must contact the instructor before the absence (not on the class day) to request permission. The instructor will weigh the merits of the request and render a decision.

NOTE: Attendance always counts. Effective teachers understand the importance of class attendance. Each of you must expect excellent attendance from your students so that your students will have opportunities to reach their full potential. The instructor of this course holds the same expectations and desires for her students. Please remember this as you work through this class: All lectures, assignments, and activities are carefully created to help candidates be better prepared for and successful with their teaching careers.

1. ***TENTATIVE SCHEDULE***

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| --- | --- | --- | --- | --- |
| Readings | Assignments | EQ- Essential Question in Class Connection | Objective | ALSDE Standards |
| Revisiting Early Literacy- Section II Pages 67-158 **Teaching Reading Source Book**  The Foundational Skills of Literacy Acquisition and Instruction Pages 83-152 **Literacy Instruction &Assessment** | Track of thinking-Gallery Walk checking our understanding- Sticky notes concept (Essential Components of Reading)  Vocabulary -Related to early literacy.  Goal Setting  Quiz Objective 1  Group work Framework Models of Reading  Navigating our Understanding | 1. 1. What is my understanding of the essential components of reading? 2. 2. How will my understanding support or guide my teaching? | **Objective for Standard 1.1:**  Students will identify and describe the five key language processing systems—phonological, orthographic, semantic, syntactic, and discourse—and explain their roles in proficient reading and writing.  **Objective for Standard 1.2:**  Students will demonstrate understanding of the developmental stages of literacy by sequencing and explaining the progression of oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, comprehension, and written expression | 1.1 **Recognize and explain** the language processing requirements of proficient reading and writing (phonological, orthographic, semantic, syntactic, discourse).  1.2 **Explain and apply** the developmental progression of oral language and phonological awareness, phonemic awareness, phonics (decoding and encoding skills), vocabulary, fluency, comprehension, and written expression. |
| Phonics - Section III Pages 159-235 ***Teaching Reading Sourcebook***  Basic Phonics Pages 128-152 ***Literacy Instruction & Assessment*** | Spin, Say, Write activity  Say it, Slide it, Tap it  Phonemic Awareness Practice assessment  Word sorts  Explicit teaching  Phonics review  Sound wall  Print awareness | 1. How does systematic phonics instruction help prevent students from overcoming reading difficulties?  2. How will my understanding of systematic phonics instruction support or guide my teaching? | **Objective for Standard 1.1:**  Students will identify and describe the five key language processing systems—phonological, orthographic, semantic, syntactic, and discourse—and explain their roles in proficient reading and writing.  **Objective for Standard 1.2:**  Students will demonstrate understanding of the developmental stages of literacy by sequencing and explaining the progression of oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, comprehension, and written expression | 1.1 **Recognize and explain** the language processing requirements of proficient reading and writing (phonological, orthographic, semantic, syntactic, discourse).  1.2 **Explain and apply** the developmental progression of oral language and phonological awareness, phonemic awareness, phonics (decoding and encoding skills), vocabulary, fluency, comprehension, and written expression. |
| Word Study  Irregular Word Reading and Multisyllabic Word Reading Chapter 7 Pages 241-255 ***Teaching* Reading Source Book**  Advanced Word Study Chapter 9 Pages 153-162 **Literacy Instruction and Assessment** | Lesson Model Practice  Advanced Word Study  Literature Book Selection  Funds of Knowledge The boy who loved Maps  Becoming a map maker Read aloud think aloud Explicit Modeling  Writing practice  Tracks of Thinking  Vocabulary  Data analysis PA-  Decision making based on Data | 1. What are the stages of word development and how do we get students to the advanced stages if they are having issues?  2. How does understanding the development of word development support or guide my teaching? | **Objective for 2.3b:**  Students will design and implement a lesson plan that incorporates explicit and systematic phonics instruction aligned with a specific developmental stage of reading.  **Objective for 2.3c:**  Students will select and apply a variety of explicit instructional strategies to support beginning readers and writers, demonstrating the ability to differentiate for diverse literacy needs.  **Objective for 2.1c:**  Students will explain the rationale for using multisensory and multimodal techniques in literacy instruction and integrate at least two such strategies into a modeled teaching activity.  **Objective for 4.4:**  Students will analyze student data to plan and implement differentiated instruction, making informed decisions about assessment tools, instructional grouping, time allocation, and feedback methods using evidence-based practices. | 2.3b**Apply** explicit and systematic phonics instruction.  2.3c**Apply** a wide variety of explicit instructional strategies to support beginning readers and writers*.*  2.1c **Recognize, explain, and apply** in practice a rationale for multisensory and multimodal language-learning techniques.  4.4 **Recognize**, **explain, and apply** differentiated instruction by selecting and using appropriate assessments, including amount of teacher regulation of learning, feedback, group size, instructional time allotment, frequency, duration, evidence-based instructional materials, and opportunities to respond. |
| Theory  Theory Reading [Learning\_Theory\_Resources.pdf](https://auburn.instructure.com/courses/1513175/files/218771511?wrap=1) | [Theory Chart](https://auburn.instructure.com/courses/1513175/assignments/13860217)  Theory Reading [Learning\_Theory\_Resources.pdf](https://auburn.instructure.com/courses/1513175/files/218771511?wrap=1)  Case Study evaluation Jordan and Avery 3rd grade  Jigsaw Scarbrough’s Reading Rope and key findings of the National Reading Panel | 1. How is a theoretical framework similar to blueprints of a house?  2. How does understanding the framework help guide our understanding of the "structure" of our work in the classroom? | 1.4 Identify and explain aspects of cognition and behavior that affect reading and writing development.  1.5 Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.  1.6 Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.  1.7 Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological | 1.1 **Recognize and explain** the language processing requirements of proficient reading and writing (phonological, orthographic, semantic, syntactic, discourse).  1.2 **Explain and apply** the developmental progression of oral language and phonological awareness, phonemic awareness, phonics (decoding and encoding skills), vocabulary, fluency, comprehension, and written expression.  2.2g **Apply** knowledge of various learners’ development (e.g., English learners, multilingual learners – including those who possess multiple dialects, and struggling readers – including those with the characteristics of dyslexia) to create a positive, equitable learning environment. |
| Literary Text Selection  Chapter 14 pages 633-680 **Teaching Reading Source Book**  Selecting Evidence Based Instructional Materials- Page 14 **Fundamentals of Literacy Instruction and Assessment** | Bring in your picture book selections (One fiction and one nonfiction complimentary text)  Using authentic literature to develop and implement explicit instructional strategies: background knowledge, interpreting vocabulary and academic language, and analyzing text structure, tailored to the specific demands of a selected text.  Small group discussion narrative, information and poetry using evidence based practices- KWHLAQ & RAN strategy  QAR  Design a lesson focused on comprehension and vocabulary development using think alouds. | 1. How does literature mirror life?  2. Why is it important to read a variety of genres? | **Objective for 2.6a:**  Candidates will design and deliver comprehension lessons that integrate strategies for building background knowledge, interpreting vocabulary and academic language, and analyzing text structure, tailored to the specific demands of a selected text.  **Objective for 2.6b:**  Candidates will implement explicit comprehension strategy instruction (e.g., summarizing, questioning, predicting) in alignment with current evidence-based practices and the Science of Reading framework.  **Objective for 2.6c:**  Candidates will identify key instructional routines for teaching comprehension across major genres—narrative, informational, and poetry—and apply these routines in modeled or actual classroom practice. | 2.6a**Recognize, explain, and apply** comprehension lessons that address background knowledge, interpretation of vocabulary and academic language, and text structure using strategies that are appropriate for the selected text.  2.6b**Apply** in practice considerations for the use of explicit comprehension strategy instruction, as supported by current evidence-based practices aligned with SoR.  2.6c**Recognize, explain, and apply** in practice considerations for instructional routines appropriate for each major genre: narrative, information, and poetry. |
| Informational Text Selection  Chapter 15 pages 681-739 **Teaching Reading Source Book**  Disciplinary Literacy Chapter 15 pages 259-274 **Fundamentals of Literacy Instruction and Assessment.** | Review all assignments related to Picture Book Selection  Lesson develop and mini practice- alignment to standards, and objectives. | 1. How do text features (illustrations, graphs, title, headings, captions, bold print, etc.) help you understand the selection?  2. How will my understanding of nonfiction text features or structures support or guide my teaching? | **Objective for 2.6a:**  Candidates will design and deliver comprehension lessons that integrate strategies for building background knowledge, interpreting vocabulary and academic language, and analyzing text structure, tailored to the specific demands of a selected text.  **Objective for 2.6b:**  Candidates will implement explicit comprehension strategy instruction (e.g., summarizing, questioning, predicting) in alignment with current evidence-based practices and the Science of Reading framework.  **Objective for 2.6c:**  Candidates will identify key instructional routines for teaching comprehension across major genres—narrative, informational, and poetry—and apply these routines in modeled or actual classroom practice. | 2.6a**Recognize, explain, and apply** comprehension lessons that address background knowledge, interpretation of vocabulary and academic language, and text structure using strategies that are appropriate for the selected text.  2.6b**Apply** in practice considerations for the use of explicit comprehension strategy instruction, as supported by current evidence-based practices aligned with SoR.  2.6c**Recognize, explain, and apply** in practice considerations for instructional routines appropriate for each major genre: narrative, information, and poetry. |
| Fluency  Assessment Chapter 9 Pages 327-355 ***Teaching Reading Source Book-***  Fluency Instruction Chapter 10 359-398 ***Teaching Reading Source Book-***  Fluency Instruction Chapter 11 Pages 183-201 ***Literacy Instruction & Assessment Pre K-6*** | ORF assessment  CBM Assessment  Pages 342, 343  Look over student profile Page 349  [Andrew diagnostic example.docx](https://auburn.instructure.com/courses/1513175/files/218771490?wrap=1)  [Download Andrew diagnostic example.docx](https://auburn.instructure.com/courses/1513175/files/218771490/download?download_frd=1)  Prosody Assessment summary form (handout)  Fluency Case Studies – Mia, Isaiah, & Laila  Progress monitoring, identification of significant challenges and implementation of effective intervention plans. | 1. How does student mastery of accuracy, automaticity, rate, and prosody impact students reading fluency?  2. How will my understanding of student mastery skills support or guide my teaching? | **Objective for 2.4a:**  Candidates will explain the role of fluency—accuracy, prosody, and automaticity—in supporting reading comprehension, and design instructional activities that promote fluent reading.  **Objective for 2.4b:**  Candidates will evaluate and recommend appropriate assistive technologies that support students with significant challenges in reading fluency, explaining how these tools enhance access to text and learning.  **Objective for 2.4d:**  Candidates will select and apply a range of evidence-based fluency strategies (e.g., repeated reading, partner reading, modeled reading), incorporating progress monitoring to guide instruction and support student growth. | 2.4a **Recognize and explain** the importance of fluency instruction that leads to accuracy, prosody, and automaticity for building reading comprehension.  2.4b **Explain** how appropriate technologies can assist students with serious limitations in reading fluency.  2.4d **Recognize, explain, and apply** in practice a variety of evidence-based instructional strategies for fluency using informed instruction and progress monitoring techniques. |
| Data Based Decision Making and Problem Solving Assessment Basics pages 34-41 Chapter 3 **Fundamentals of Literacy Instruction & Assessment.**  Reading Assessment Pages 10-11-12- Please also look at the index and identify other assessment pages for example Oral reading fluency (ORF) assessment page 752. Please use sticky notes as you are reading to identify areas of assessment for class discussion. **Teaching Reading Source Book.** | In class analysis and Practice  MTSS & RTI Screening  Identification of Evidence based assessments  Develop instructional strategies to accommodate individual differences including screening, diagnostic, progress monitoring, and outcome-based tools—to inform instructional decisions and support student literacy growth.  **Objective**: Candidates will identify and explain relevant **state and federal laws** (e.g., IDEA, Section 504, ADA, Dyslexia-specific state legislation), and articulate how these laws shape educational practice and support services.  IDEA (Individuals with Disabilities Education Act)  Section 504 of the Rehabilitation Act  ADA (Americans with Disabilities Act)  State-specific dyslexia laws/guidance (you can provide your state's)  **Jigsaw to address the following questions:**  Purpose of the law  Who it protects  Key requirements for schools  Implications for practice (e.g., assessments, IEPs, interventions)  Role simulation Mock IEP/ 504 meeting using our previous case study 3 grade fluency | 1. 1. How does my knowledge of ongoing reading assessment support or enhance student instruction? 2. 2. How does the my understanding of formal and informal reading-related assessments (e.g. assessment of phonemic awareness, miscue analyses, Informal Reading Inventories, running records, use of rubrics, portfolio assessment, assessment of authentic tasks) support or enhance student instruction? | **Objective for 4.1:**  Candidates will select, administer, and analyze data from various evidence-based assessments—including screening, diagnostic, progress monitoring, and outcome-based tools—to inform instructional decisions and support student literacy growth.  **Objective for 4.2:**  Candidates will explain the core components of Alabama’s MTSS model and apply them to create and evaluate tiered instructional plans, integrating universal screening, diagnostic assessment, evidence-based interventions, and dyslexia-specific supports.  **Objective for 4.3:**  Candidates will demonstrate knowledge of Alabama’s MTSS and RtI frameworks by identifying how they are used to prevent and remediate reading deficiencies through structured support systems.  **Objective for 4.5:**  Candidates will recognize and use a range of assessment types and formats—such as screening, progress monitoring, diagnostic, and summative—to evaluate student reading skills and guide instructional planning.  **Objective for 2.1b:**  Candidates will design instruction that accommodates individual differences in cognitive, linguistic, sociocultural, and behavioral development, and provide a rationale grounded in research-based practices.  **Objective for 3.2:**  Candidates will identify and explain relevant state and federal laws concerning learning disabilities, including dyslexia, and describe how these laws impact educational practice and student support services. | 4.1 **Recognize, explain, and apply** how to select, evaluate, administer, and analyze data from evidence-based assessments (screening, diagnostic, progress monitoring, and outcome-based assessment).  4.2 **Recognize and explain** core components of the Alabama model of Multi- Tiered System of Support (MTSS), including high-quality core instruction in whole group and small group (Tier 1) using universal screening, student academic data, diagnostic assessment, continuous progress monitoring, evidence-based interventions (Tier 2), and integrity of instructional intervention with a vetted Alabama Literacy Task Force dyslexia specific intervention program (Tier 3).  4.3 **Recognize and explain** knowledge of Alabama’s [Multi-Tier System of Support (MTSS)](https://www.alabamaachieves.org/al-multi-tier-system-of-supports/) and Response to Instruction (RtI) model for preventing and remediating reading deficiencies.  4.5 **Recognize, explain, and apply** a variety of different types and formats of assessments for different purposes when assessing reading (e.g., screening, progress monitoring, diagnostic, summative).  2.1b **Recognize, explain, and apply** in practice a rationale for adapting instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.  3.2 **Recognize and explain** state / federal laws that pertain to learning disabilities, including dyslexia and other reading and language deficiencies.  **KPS 2.2** |
| MTSS  **Teaching Reading Sourcebook-** MTSS pages 744-754  **Fundamentals of Literacy Instruction & Assessment** RTI pages 8-9; 15-16; 292 | Find a formal and informal assessment and bring to class be prepared to share the document with your team/ class. You should be knowledgeable about the outcomes of the document and usefulness.  Parent letter/ Teacher letter | 1. What is my understanding of multi-tiered system of support?  2. How will my understanding small group instruction based on data using a multi-tiered system of support guide my teaching? | |  | | --- | | **For Standard 3.1:** | | Define dyslexia and other reading and language deficiencies. | | Identify the characteristics and common signs of dyslexia. | | Explain the foundational principles underlying dyslexia and language-based learning differences. | | Recognize the impact of dyslexia and related deficiencies on reading development and academic performance. | | **For Standard 4.2:** | | Describe the core components of Alabama’s Multi-Tiered System of Support (MTSS). | | Explain the purpose and structure of Tier 1 instruction, including the use of universal screening and academic data. |   Understand the role of diagnostic assessments and continuous progress monitoring within MTSS.  Describe Tier 2 evidence-based interventions for students identified through data analysis.  Explain the importance of fidelity and integrity when implementing Tier 3 dyslexia-specific interventions approved by the Alabama Literacy Task Force.  **For Standard 4.3:**  Explain the relationship between Alabama’s MTSS framework and the Response to Instruction (RtI) model.  Recognize strategies for preventing and remediating reading deficiencies using MTSS and RtI processes.  Understand the role of early intervention and continuous monitoring in supporting students with reading challenges. | 3.1 **Recognize and explain** the tenets of dyslexia and other reading and language deficiencies.  4.2 **Recognize and explain** core components of the Alabama model of Multi- Tiered System of Support (MTSS), including high-quality core instruction in whole group and small group (Tier 1) using universal screening, student academic data, diagnostic assessment, continuous progress monitoring, evidence-based interventions (Tier 2), and integrity of instructional intervention with a vetted Alabama Literacy Task Force dyslexia specific intervention program (Tier 3).  4.3 **Recognize and explain** knowledge of Alabama’s [Multi-Tier System of Support (MTSS)](https://www.alabamaachieves.org/al-multi-tier-system-of-supports/) and Response to Instruction (RtI) model for preventing and remediating reading deficiencies. |
| Assessment to Drive Instruction  Review Alabama MTSS and Lee County MTSS files  [alabama-literacy-act-implementation-guide.pdf](https://auburn.instructure.com/courses/1513175/files/218771542?wrap=1)  [Download alabama-literacy-act-implementation-guide.pdf](https://auburn.instructure.com/courses/1513175/files/218771542/download?download_frd=1)[alabama-literacy-act-implementation-guide.pdf](https://auburn.instructure.com/courses/1513175/files/218771543?wrap=1) | Evidence based instructional strategies for vocabulary Tiered vocabulary  Types of questions – developing strong questions  Thick and thin questions | 1. What is my understanding of using data for student assessment to determine how best to enhance student academic and behavioral outcomes across all tiers of support?  2. How do I identify the problem? | Demonstrate the ability to report assessment and treatment results with accuracy, honesty, and integrity, ensuring that all findings are communicated objectively and without bias. | 5.4 Respect objectivity by reporting assessment and treatment results accurately, and truthfully. |
| Comprehension- Webb’s Depth of Knowledge  Chapter 14 & 15 Webb’s Depth of Knowledge pages 609-632 **Teaching Reading Source Book**  Using Standards to Guide Instruction- Chapter 4, pages 42-63 Webb’s pages 60-61 & 48-49 **Fundamentals of Literacy Instruction & Assessment** | [Developing Strong Questions](https://auburn.instructure.com/courses/1513175/assignments/13860213?wrap=1) | 1. What is my understanding of the cognitive demands or depth of complexity of thought which must occur for a student to be successful in answering questions, performing a task, or generating a product?  2. How will my understanding of the cognitive demands support or guide my teaching? | **Objective for Standard 2.6c:**   * Recognize and explain the key instructional routines appropriate for teaching narrative, informational, and poetic texts, and apply these routines effectively in classroom practice.   **Objective for Standard 2.1b:**   * Recognize and explain the importance of adapting instruction to meet individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning, and apply strategies that support diverse learners in practice. | 2.6c**Recognize, explain, and apply** in practice considerations for instructional routines appropriate for each major genre: narrative, information, and poetry.  2.1b **Recognize, explain, and apply** in practice a rationale for adapting instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning. |
| Comprehension grades k-6 & Disciplinary Literacy  Comprehension grades k-3 pages 223-238; Comprehension grades 4-6 pages 239-258; Disciplinary Literacy pages 259-274 **Teaching Reading Source Book** Literary Text Pages 633-680 **Fundamentals of Literacy Instruction & Assessment** | [Small Group Lesson](https://auburn.instructure.com/courses/1513175/assignments/13860216?wrap=1) | 1. What is my understanding of the essential components of reading?  2. How will my understanding support or guide my teaching? |  |  |
| Critically Responsive Teaching**Fundamentals of Literacy Instruction & Assessment-**pages 300-315 | [Funds of Knowledge](https://auburn.instructure.com/courses/1513175/assignments/13860214?wrap=1)  Dyslexia Training | 1. What is my understanding of culturally Responsive Teaching and Pedagogy?  2. How will my understanding of culturally responsive teaching and pedagogy support or guide my teaching? | 5.1 Strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders.  5.2 Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.  5.3 Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.  5.4 Respect objectivity by reporting assessment and treatment results accurately, and truthfully.  A5.5 void making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.  5.6 Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA.  5.7 Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.  5.8 Support just treatment of individuals with dyslexia and related learning difficulties.  5.9 Respect confidentiality of students or clients.  5.10 Respect the intellectual property of others. |  |
| Vocabulary Word Instruction Strategies **Teaching Reading Source Book - Specific Word Instruction pages 407-418**  **Fundamentals of Literacy Instruction & Assessment Vocabulary Development Pages 202-222** | [Vocabulary Maps](https://auburn.instructure.com/courses/1513175/assignments/13860219?wrap=1) | 1. What is my understanding of vocabulary word instruction, and what strategies best support student understanding?  2. How will my understanding of vocabulary instruction support or guide my teaching and implementation of instructional strategies? | 1.2 Understand that learning to read, for most people, requires explicit instruction.  4E.1 Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and  written language comprehension.  4E.2 Know/apply in practice considerations for the sources of wide differences in students’ vocabularies.  4E.3 Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.  4E.4 Know/apply in practice considerations for the role and characteristics of direct, explicit methods of  Vocabulary instruction. | 2.1d **Recognize, explain, and apply** in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, and cumulative instruction.  *2.*5a **Recognize, explain, and apply** explicit vocabulary instruction for Tier 2 and 3 words, as well as incidental instruction in the context of texts (most Tier 1 words).  2.5c **Recognize, explain, and apply** in practice considerations for the sources of wide differences in students’ vocabularies.  2.5b**Recognize, explain, and apply** in practice considerations for the role and characteristics of indirect and direct (incidental) methods of vocabulary instruction, including morphology. |
| Word Instruction & Word Consciousness **Teaching Reading Source Book- Pages 419-568 Word Instruction; 570-606 Word Consciousness**  **Fundamentals of Literacy and Assessment- None** | [Writing Prompts](https://auburn.instructure.com/courses/1513175/assignments/13860222?wrap=1) | 1. How do I understand developing word consciousness and advanced word study?  2. How will my understanding support or guide my teaching? | 1.2 Understand that learning to read, for most people, requires explicit instruction.  1.8 Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression. | 1.2 **Explain and apply** the developmental progression of oral language and phonological awareness, phonemic awareness, phonics (decoding and encoding skills), vocabulary, fluency, comprehension, and written expression.  2.1a **Recognize, explain, and apply** in practice a clear scope and sequence for teaching conventions of print, grammar, and syntax in reading and writing.  2.1d **Recognize, explain, and apply** in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, and cumulative instruction.  2.3a**Apply** a systematic scope and sequence of skills building from simple to complex. |

1. ***UNIVERSITY AND COLLEGE POLICIES***

### Student eHandbook:

Please refer to [http://www.auburn.edu/student\_info/student\_policies/ for](http://www.auburn.edu/student_info/student_policies/for) all AU student policies.

### Accommodations:

Candidates who need special accommodations in class, as provided by the American Disabilities Act, should arrange a confidential meeting with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. You must provide a copy of your Accommodation Memo and an Instructor Verification Form. 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.

### Writing Center:

The Miller Writing Center provides free support on any writing you do at Auburn, whether for a course or not. Trained consultants can work with you as you plan, draft, and revise your writing. For candidates in distance courses and Candidates 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%20.%20)

* + 1. Academic Honesty Policy:

All portions of the Auburn University Student Academic Honesty Code (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.

### Title IX:

Auburn University is committed to providing an environment free from discrimination and harassment based on a protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please visit: <http://auburn.edu/administration/aaeeo/title-ix/>.

### Professionalism:

Faculty, staff, and candidates in professional settings must 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.

**PROFESSIONAL**: A person who does something with great skill and is worthy of the high standards of a profession.

A professional is someone who, without supervision or regulation:

 Is responsible, dependable, and punctual

 Is competent, caring, and committed

 Has a continuing growth plan to achieve and further develop competence

 Participates in self-evaluation and reflection to enhance competence

 Strives continuously to raise the level of expectation for oneself and others.

 Respects others and their beliefs

 Communicates fluently using appropriate and grammatically correct oral and written language.

 Seeks to implement the recommendations from evaluations of his/her personal performance

 Communicates respectfully, striving to understand the other’s point of view.

**CHANGES TO THE SYLLABUS**

As educators become acquainted with their students' backgrounds, strengths, needs, and knowledge, they decide how best to teach to that audience. The instructor of this course will make changes to the syllabus as needed during the semester. *All changes will be communicated to candidates through Canvas, university email, or during class.*

Appendix A

CTRD 3010 Case Study Whole Group Lesson-Part 1

# Candidate Info

Name:   
Course: CTRD 3010   
Instructor: Dr. Cardullo   
Semester: Summer 2025  
Using a Picture Book

# Whole Group Lesson Plan

Teacher Name:   
Grade Level:   
Number of Students:

## At-a-Glance

|  |  |
| --- | --- |
| Category and Criteria | Response |
| Central Focus |  |
| Standards Addressed |  |
| Objective (SWBAT... / I’ll know they’ve got it when…) |  |
| Key Vocabulary & Rationale |  |
| Language Demand & Function |  |
| Discourse/Syntax |  |
| Assessment 1 Strategy & Alignment | Strategy |
| Discussion- how is it aligned |  |
| How will this assessment provide evidence of Students’ understanding? |  |
| Assessment 2 Strategy & Alignment | Strategy |
| Discussion – how is it aligned |  |
| How will this assessment provide evidence of Students’ understanding? |  |

## Preparation

|  |  |
| --- | --- |
| Category | Response |
| Materials Needed |  |
| Students prior knowledge and prerequisite skills |  |
| Building on Students Assets (Personal, Cultural, and Community) |  |
| Grouping Strategies (How and Why) |  |
| Differentiation and Planned Support for: |  |
| Striving readers ( below) |  |
| Excelling Readers (above) |  |
| Students on grade level |  |

## Support for Diverse Learners

|  |  |
| --- | --- |
| Category | Strategies |
| IEPs/504s |  |
| Students with Behavioral Supports |  |
| Striving readers (below) |  |
| Excelling Readers (above) |  |
| Students on grade level |  |
| Multilingual Learners |  |
| Other categories |  |

## Lesson Plan

*This should be scripted well enough that another teacher could pick this lesson up and teach it.*

*Include what you will do as a teacher and what your students should do.*

***MUST DO:*** *Underline elements of discourse*

*Bold elements of syntax*

*Highlight the language demand from your objective and how students use it, and put it in Comic Sans Font.*

## Before Lesson (≤ 5 min)

Pique Interest:  
Activate Prior Knowledge:  
Set Purpose:

## Direct Instruction (no more than 10 min)

Steps:  
-   
-   
Include student checks and vocabulary definitions.

## Guided Practice (5-10 min)

Model the skill with students. Use bold for syntax and italics for discourse.

## Assessment 1 and Feedback (Midpoint Check – ~2 min)

Sample Questions:  
-   
-

## Task to Transition to Independent Work (1 min)

## Independent Work (5-15 min)

What students do:  
What teacher does:

## Transition & Whole Group Discussion (1 minute task, 1 minute transition)

Wrap up key points, review theme/plot.

## Wrap-Up & Exit Ticket

Review key concepts and ask for student reflections.

## Final Assessment and Feedback

Describe what will be collected or observed to determine understanding (e.g., completed story map).

## Actionable Feedback Reports (Optional)

Create personalized notes for each student with:  
- Progress Summary   
- Instructional Supports Used   
- Suggestions for Continued Growth (at home or in class)

**Reteaching (Below Grade Readers)-**

What practice activities might you provide (Not Worksheets) for striving readers to develop initial understanding?

**Continued Refinement (On grade level readers)**

How can you extend this lesson (Not Worksheets) so students can continue practicing and building meaning?

**Extension (Excelling Readers)-**

How might you extend this lesson **(**Not Worksheets) so students can continue practicing and building meaning?

Case Study Small Group Lesson-Part 2

# Small Group Lesson Plan

Teacher Name:   
Grade Level:   
Number of Students: (must have three)

Small Group Lesson

## At-a-Glance

|  |  |
| --- | --- |
| Category and Criteria | Response |
| Central Focus |  |
| Standards Addressed |  |
| Objective (SWBAT... / I’ll know they’ve got it when…) |  |
| Key Vocabulary & Rationale |  |
| Language Demand & Function |  |
| Discourse/Syntax |  |
| Assessment 1 Strategy & Alignment |  |
| Discussion- how is it aligned |  |
| How will this assessment provide evidence of students’ understanding? |  |
| Assessment 2 Strategy & Alignment |  |
| Discussion – how is it aligned |  |
| How will this assessment provide evidence of Students’ understanding? |  |

## Preparation

|  |  |
| --- | --- |
| Category | Response |
| Materials Needed |  |
| Students’ prior knowledge and prerequisite skills |  |
| Building on Students Assets (Personal, Cultural, and Community) |  |
| Grouping Strategies (How and Why) |  |
| Differentiation and Planned Support for: |  |
| Striving readers (below) |  |
| Excelling Readers (above) |  |
| Students on grade level |  |

## Support for Diverse Learners

|  |  |
| --- | --- |
| Category | Strategies |
| IEPs/504s |  |
| Students with Behavioral Supports |  |
| Striving readers (below) |  |
| Excelling Readers (above) |  |
| Students on grade level |  |
| Multilingual Learners |  |
| Other categories |  |

## Lesson Plan

*This should be scripted well enough that another teacher could pick this lesson up and teach it.*

*Include what you will do as a teacher and what your students should do.*

***MUST DO:*** *Underline elements of discourse*

*Bold elements of syntax*

*Highlight the language demand from your objective and how students use it and put it in Comic Sans Font.*

## Before Lesson (no more than 5 min)

Pique Interest:  
Activate Prior Knowledge:  
Set Purpose:

## Direct Instruction (no more than 5 min)

Steps:  
-   
-   
Include student checks and vocabulary definitions.

## Guided Practice Teacher and Student (5 min)

Model the skill with students. Use bold for syntax and italics for discourse.

## Assessment 1 and Feedback (Midpoint Check – ~2 min)

Sample Questions:  
-   
-

## Task to Transition to Independent Work (1 min)

## Part Three

## An actionable feedback report for the teacher focused on and encompassed all three students based on small-group performance.

**Create personalized notes for each student with:**  
- Progress Summary of each student   
- Instructional Supports Used for each student   
- Suggestions for Continued Growth (at home and in class)

**Criteria-**

* Asset-based language
* 1 page double-spaced for each student
* Single spaced
* Letter format
* Attach evidence

**Provide evidence of student work with written feedback for all three students in a small group.**

**Part Four**

## Actionable Feedback Report for the parent of all three students based on small group performance.

**Create a personalized letter for each student with:**  
- Progress Summary   
- Instructional Supports Used and suggestions to continue  
- Suggestions for Continued Growth (at home) with evidence

**Criteria-**

* Use Asset-based language
* 1 page double-spaced
* Letter format