

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
PROGRAM-SPECIAL EDUCATION**

**EDSE 503 001: Language Development and Reading (3 credits)**

Fall 2011

Monday, 4:30 – 7:10

Robinson A 246

**Instructor:**

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**COURSE DESCRIPTION**

Provides in-depth coverage of reading instruction for students with special needs. Topics include language development and emergent literacy skills, reading sub-skills including auditory discrimination and phonemic awareness, decoding and word reading, reading comprehension, and use of technological advances in the teaching of reading. **Note: School-based field experience required.**

Prerequisites\*: There are no *required* prerequisites for this course, but each Program in Special Education strongly *recommends a specific sequence*. Please refer to your Program of Studies to determine where this course fits within your overall program.

\*Advising contact information: Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at [jtemple1@gmu.edu](mailto:jtemple1@gmu.edu) or 703-993-2387. Please be prepared with your G number when you contact her.

**Nature of Course Delivery**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Electronic supplements and activities via Blackboard
5. Research and presentation activities
6. Video and other media supports

**STUDENT COMPETENCIES**

This course is designed to enable students to:

- 1) Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.

- 2) Compare and contrast the stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities).
- 3) Describe the rules (e.g., spelling patterns, syllables, morphemes) of language, the forms (e.g., syntax, writing, speaking, listening, spelling) of language, and the functions (e.g., pragmatics, semantics) of language and its relationship to reading comprehension.
- 4) Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
- 5) Describe the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, comprehension), and evidence-based practices for the specialized reading and writing instruction delivered to students with high-incidence disabilities.
- 6) Describe diagnostic decision making based on assessments (e.g., informal reading inventories, running records, and curriculum-based assessments) which monitor the ongoing progress of students, and the design and delivery of a balanced approach for students' specialized reading and writing instruction.
- 7) Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

#### Course's Relationship to Program Goals and Professional Organization

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for language development and emerging literacy for individuals with emotional disturbances and learning disabilities.

The CEC standards that will be addressed in this class include some of the following:

CEC Standard 4 - Instructional Strategies

*Skills:*

- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.

CEC Standard 6 – Language

*Knowledge:*

- Effects of cultural and linguistic differences on growth and development.
- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
- Augmentative, alternative, and assistive communication strategies.

*Skills:*

- Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
- Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

## RESOURCES

### Required Texts

George Mason University Programs in Special Education. (2008). *Language development & reading*. Boston, MA: Pearson. \*\*\*customized text -- available this link ONLY -- <http://store.pearsoned.com//georgemason> ISBN: 0536379505

Fox, B. J. (2010). *Phonics and structural analysis for the teacher of reading* (10th edition). Columbus, OH: Prentice Hall.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author

### Other Readings

National Reading Panel (2000). *Put reading first: the research building blocks for teaching children*

to read. Washington, DC: National Institute of Child Health and Human Development.

<http://www.nichd.nih.gov/publications/pubs/upload/PRFbooklet.pdf>

Alliance for Excellent Education (2004). Reading next: A vision for action and research in middle and high school literacy. Carnegie Cooperation of New York.

<http://www.all4ed.org/files/ReadingNext.pdf>

*Preventing Reading Difficulties in Young Children*. December, 1998.

<http://www.nap.edu/books/030906418X/html/index.html>

*The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* <http://dibels.uoregon.edu/>

Moats, L. (1999). *Teaching reading IS rocket science: What expert teachers should know and be able to do*. Washington, D.C. American Federation of Teachers.

<http://www.balancedreading.com/rocketsci.pdf>

Moats, L.C. (2006). How spelling supports reading: And why it is more regular and predictable than you may think. *American Educator*, Winter, 12-24.

<http://www.aft.org/pdfs/americaneducator/winter0506/Moats.pdf>

Other readings relevant to special education applications assigned by instructor.

### **Class Companion Website**

A version of the Jennings Informal Inventory (IRI) is at this web site: [www.ablongman.com/jennings5e](http://www.ablongman.com/jennings5e) as Appendix C. You will need to use an IRI to complete your case study assignment.

### **Required Access to Course Blackboard Site**

Blackboard will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions. You are responsible for accessing the materials – for printed copies, etc. prior to class.

<http://mymasonportal.gmu.edu> Click the Login tab. Your Login and password is the same as your George Mason e-mail login. Once you enter, select EDSE 503 course.

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

### **Student Expectations**

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. Please silence all devices before class begins.
- Students are expected to exhibit professional behaviors and dispositions at all times.

## Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

***For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].***

## IMPORTANT NOTES

1. **Professional Behavior:** For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at <http://www.gse.gmu.edu> for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the instructor immediately to discuss options for withdrawing and completing the course during another semester.
2. **Late Assignment Policy:** All assignments must be submitted *on or before* the assigned due date at 4:30 pm. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.**
3. **Written Products:** All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (6<sup>th</sup> edition). All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned un-graded or assigned a lower evaluation.
4. **Placement for this Field Experience/Case Study:** *If you have difficulty* finding a student for the case study assignment, Mason's Field Placement Specialist Lauren Clark [lclarkg@gmu.edu](mailto:lclarkg@gmu.edu) can assist in placing Mason students at school sites. Mason is also required to track where self-placed students will complete their field experiences. Consequently, each person must access <http://cehd.gmu.edu/endorse/ferf> to complete the information requested (i.e., inform GMU of the school where you are working, the grade level of the youngster, and the approximate number of hours you anticipate working with the youngster) after targeting the student with whom this Case Study will be completed. **Note:** you will need to observe a reading classroom AND you will need access to work with a child with a disability over the semester.
5. **Signature Assignment:** For student evaluation, program evaluation, and accreditation purposes, students will be required to submit a signature assignment from each of their

Special Education courses to Taskstream, an electronic portfolio system. In addition, students completing Midpoint and Final Portfolio courses will use Taskstream to create a full portfolio of their work based on assignments completed throughout their program. For this reason, students will need to retain electronic copies of all course products to document their progress through the GSE Special Education program. In addition to the signature assignment, products from this class can become part of your individual program portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

**\*Note:** Every student registered for any EDSE course as of the Fall 2007 semester is **required** to submit signature assignments to TaskStream (regardless of whether a course is an elective, a “one time” course, or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.\*

6. **Responsible Computing:** Computers may be used to take notes during class, but they may not be used for non-instructional purposes (email, Facebook, Internet, etc.) during class time.
7. **Absences:** When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, notes, syllabus revisions, etc.) from another class member prior to the class meeting that follows the absence. Be aware that any points earned for participation in class activities during a time of absence may not be able to be made up.
8. **Exemplary work:** Exemplary work may be kept and shared in the future (with your consent, of course.)

## **COURSE REQUIREMENTS AND ASSIGNMENTS**

### ***1. Participation, Attendance, and In-Class Activities (48 points)***

Class attendance and participation is demonstrated by attending class and being psychologically available to learn, completing and handing in weekly class assignments, and participating in class discussions/activities throughout the semester. **Three or more absences will result in no credit for this course.**

Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), being unprepared with materials, and/or absences. Points are positively impacted by thoughtful contributions made in class, listening to the ideas of other peers, and demonstrating an enthusiasm for learning.

**Each week, there may be a weekly quiz or activity that will count towards this grade.** If you are not in attendance, and thus not able to participate and contribute to class when these activities occur, assigned points will not be earned and may not be able to be made up at another time.

**2. Self-Paced Completion of Fox Text (12 points)**

In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox self-instruction textbook. You are expected to complete each of the self-paced exercises in the text. Write in the text and make notes/highlights for yourself. You have the option of accelerating your pace. Plan to turn in the Fox text at the beginning of the class session on October 24th. *Approximately half of the text should be completed by this time in order to adequately be prepared for the final exam.*

**3. Small Group Presentation (30 points)**

The Small Group Presentation Assignment is designed to help you prepare for the implementation phase (PART II of the case study) of your final project. You will research a teaching strategy in an area of reading to address a specific student need and present the findings with your assigned group.

<b>Small Group Presentation Rubric</b>		
<i>Component:</i>	<i>Points</i>	<i>Comments</i>
Content <ul style="list-style-type: none"> <li>• The information presented is given practical relevance for classroom teachers.</li> </ul>	/4	
Content/Strategy share <ul style="list-style-type: none"> <li>• Incorporation of evidence-based practice(s) to support instruction in your selected area of reading</li> <li>• Strategy is modeled for audience</li> </ul>	/8	
Activity <ul style="list-style-type: none"> <li>• Presentation includes at least one activity which is interactive with the group to stimulate conversations about the topic and/or to reinforce learning of this topic.</li> </ul>	/4	
Handout <ul style="list-style-type: none"> <li>• At least one clear and applicable handout is distributed to the class, which focuses on the topic area of reading and your recommended strategies</li> </ul>	/3	

Presentation <ul style="list-style-type: none"> <li>• Presentation includes at least one type of visual support (PowerPoint, overheads, posters, etc.(1 point)</li> <li>• Visual support is easy to read and understand from all areas of the classroom. (1 point)</li> <li>• Presentation is clear, accurate and no longer than 20 minutes. (1 point)</li> </ul>	/3	
Collaborative Efforts <ul style="list-style-type: none"> <li>• All areas of the presentation are cohesive and not disjointed from each other</li> <li>• Everyone has a clear and important role for the presentation</li> </ul>	/4	
Graduate Level Work <ul style="list-style-type: none"> <li>• Minimal errors</li> <li>• Professional presentation</li> </ul>	/4	
<b>TOTAL</b>	<b>/30</b>	

### 3. Reading Case Study: (80 points)

The Reading Case Study requires selection of a student with a disability (or at-risk of being identified with a disability) with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. People who are not currently working with students with disabilities may network with colleagues in the course or other personal/professional contacts to ensure they have a youngster to work with during the semester for this assignment. This is the signature assignment for 503 and must be uploaded to TaskStream.

Master's level classes should expect and require students to write well and frequently. In addition, special educators must be able to communicate to a wide variety of audiences (parents, teachers, administrators, etc.) through succinct, professional, and appropriate writing. You will have the opportunity to work on improving your writing on this case study through numerous peer and instructor reviews. The reviews will vary between focusing on content and style. You will turn in hard copies of Parts I and II on December 5<sup>th</sup>. You are expected to indicate on the hard copy itself a section or part of a section that you think you wrote exceptionally well and a section or part of a section that you feel could be written better.

#### Here are some general guidelines to guide your planning:

*The duration of a meeting session with your student varies. That is, if you are able to extend beyond 20-30 minutes with an individual in order to complete the tasks, the number of sessions may be fewer. We anticipate that with effective planning, preparation, and materials you will be*



able to complete the tasks for the field placement activities of this project in 4-6 sessions lasting 20-30 minutes per session.

- 1 meeting: observe a reading class; collect information about your student (meet w/teacher, parent, service provider, face-to-face or by phone, etc.)

NOTE: A copy of the student's IEP is **NOT** required for this assignment. You may request information about the student's abilities and areas of need verbally from the teacher/parent/service provider; OR observe the IEP while in the presence of the adult contact.

- 2 - 3 meetings: conduct the Informal Reading Inventory (IRI) - floor and ceiling.
- 1 - 2 meetings: collect information using additional skills assessments you have selected

This project will be completed in 2 parts and should be submitted by 4:30 pm on the respective due dates. This assignment is the signature assignment for the course and will be evaluated using the following rubrics:

**Part I**

<p><b>Student Background</b></p> <ul style="list-style-type: none"> <li>▪ Collect demographic and background information <u>significant to reading, writing, and language development</u>.             <ul style="list-style-type: none"> <li>▪ Information obtained should be appropriate based on your relationship with the student (for example, if you are working with a student in your own classroom, it would be appropriate for you to access the student's school records; however, if you are working with a student you tutor at his or her home, it would NOT be appropriate to contact the school to ask to see his or her school records).</li> </ul> </li> </ul>	/4
<p><b>Oral Language Development</b></p> <ul style="list-style-type: none"> <li>• Consider how the student's expressive and receptive language (both oral and written) may be impacting the student's performance in reading and/or writing (including spelling).             <ul style="list-style-type: none"> <li>▪ This information can be obtained when gathering student background information, from observations while testing, and from the test results.</li> </ul> </li> </ul>	/4
<p><b>Reading and Writing Development</b></p> <ul style="list-style-type: none"> <li>▪ Correctly <b>administer</b> and accurately <b>score</b> the results of the following assessments:             <ul style="list-style-type: none"> <li>▪ an informal reading inventory (download from <a href="http://www.ablongman.com/jennings5e">www.ablongman.com/jennings5e</a>),</li> <li>▪ a spelling assessment (DSA to be provided in class),</li> <li>▪ <i>at least</i> one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment).                 <ul style="list-style-type: none"> <li>○ For example, if a student's decoding skills were particularly weak, you might decide to look more closely at their phonemic awareness development.</li> </ul> </li> </ul> </li> <li>▪ <b>Analyze</b> the results and <b>present the findings</b> in an educational report that:             <ul style="list-style-type: none"> <li>▪ Provides a general description of each assessment including what kind of information can be obtained from the assessment</li> </ul> </li> </ul>	/20

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| <ul style="list-style-type: none"><li>▪ Presents the results of each assessment including:<ul style="list-style-type: none"><li>○ a reporting of the results for each assessment (a table is often helpful here),</li><li>○ an indication of whether this is an area of concern; and</li><li>○ a narrative error analysis of student strengths and weaknesses on the assessment given</li></ul></li><li>▪ <u>All completed assessment protocols must be attached to the final report</u></li></ul> |  |
|--|--|

<p><b>Summary</b></p> <ul style="list-style-type: none"> <li>• Statement of <i>overall</i> strengths and needs of student <ul style="list-style-type: none"> <li>• This should be based upon student background information and findings from assessments (including relevant student behavior)</li> </ul> </li> </ul>	/2
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>▪ Make recommendations for literacy instruction based on areas of weakness identified from your assessments <ul style="list-style-type: none"> <li>○ Classroom recommendations should be evidence-based and grade/age appropriate</li> <li>○ Avoid recommendations for specific educational setting placements or specific reading programs that a school would need to purchase (instead, describe the instructional needs of the child) <ul style="list-style-type: none"> <li>▪ Classroom/testing accommodation recommendations should be based on information obtained from your assessments and written only as a recommendation for the child's IEP team to consider</li> </ul> </li> </ul> </li> <li>▪ Make recommendations for reinforcement practice at home that a parent would realistically be able to implement.</li> </ul>	/6
<p><b>Style</b></p> <ul style="list-style-type: none"> <li>▪ Professional report format that targets multiple audiences: parents, teachers, and other educational professionals</li> <li>▪ Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation)</li> </ul>	/4
<p><b>Total</b></p>	<b>/40</b>

### Case Study Part II: Plan for an Intervention, Instruction, and Plan to Monitor Progress

<p><b>Description of Selected Intervention</b></p> <ul style="list-style-type: none"> <li>• Clear and replicable: step by step description of intervention</li> <li>• Based upon at least 1 reliable source for research based practices</li> </ul>	/8
<p><b>Instructional Plan</b></p> <ul style="list-style-type: none"> <li>• Create a measurable IEP goal based on student performance on Part I</li> <li>• Write an instructional objective for the intervention you chose</li> <li>• Describe the materials you will need to implement the lesson (this includes locating appropriate reading materials)</li> <li>• Describe how you will introduce the lesson (or series of lessons)</li> <li>• Describe your instruction (include modeling, guided practice, independent practice, assessments)</li> <li>• Identify any instructional adaptations</li> </ul>	/12

<b>Monitoring Student Progress</b> <ul style="list-style-type: none"> <li>• Locate/develop a progress monitoring measure,</li> <li>• Determine how often you will assess the student, and</li> <li>• Determine how you will make educational decisions based on student progress</li> </ul>	<b>/10</b>
<b>Writing Style</b> <ul style="list-style-type: none"> <li>• Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation)</li> <li>• Professional report format that targets multiple audiences: parents, teachers, and other educational professionals</li> <li>• 1<sup>st</sup> draft is included to see edits</li> <li>• Areas of strength/weakness are indicated on final hard copy</li> </ul>	<b>/10</b>
<b>TOTAL</b>	<b>/40</b>

#### 4. Final Exam (30 points)

The final exam will be administered in two separate parts. The first part will be done on paper and pencil on December 5<sup>th</sup>. The second part will be done on computer (exact date/location for this part is TBD.) Both parts may include multiple-choice application items and short-essay questions that cover assigned readings and class lectures. In addition, the final exam may include items related to the Fox self-study AND the Virginia Reading Assessment (VRA).

## GRADING

1. Self-paced Completion of Fox Text	12 points
2. Small Group Presentation	30 points
3. Final Project: Case Study	80 points
4. Participation, Quizzes and In-Class Activities	48 points
5. Final Exam	30 points
<b>TOTAL</b>	<b>200 POINTS</b>

<b>Student Self-Management for Calculating Course Grade Based on Points Earned</b>	
	<b>Points Earned/Total Points</b>
Self paced completion of Fox text	/12
Small Group Presentation	/30
Case Study Part I	/40
Case Study Part II	/40
Participation, Quizzes and In-class Activities	/48
Final Exam	/30
<b>Total # of points earned</b>	<b>/200</b>

Students can calculate their points earned/total points available at any date in the semester in order to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

**Graduate Grading Scale:**

A+	97 – 100 %
A	93 – 96 %
A-	90 – 92 %
B+	87 – 89 %
B	83 – 86 %
B-	80 – 82 %
C	79 % and below

**\*Traditional rounding principles apply (i.e. .5 rounds up)**

All assignments should be typed (submitted as hard copy please, unless otherwise noted) and are due at 4:30 p.m. on the dates indicated. Please retain a copy of your assignments in addition to the one you submit.

A final grade of Incomplete will be considered only due to extreme extenuating circumstances; please contact the instructor.

This course will incorporate the evidence-based practices (EBPs) relevant to *the five essential elements of reading (i.e. NRP, 2000), language development, and informal literacy assessments*. These EBPs are indicated with an asterisk (\*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

### Resources for Evidence-Based Practices Emphasized in EDSE 503

Report of the National Reading Panel: *Teaching Children to Read* (2000). (*phonemic awareness, phonics instruction, fluency, vocabulary instruction, reading comprehension*)

<http://www.nationalreadingpanel.org/Publications/publications.htm>

<http://www.meadowscenter.org/vcg/> Vaughn Gross Center for Reading and Language Arts

<http://www.teachingld.org> LD Resources. Current Practice Alerts. Alert #2, 8, 10, 12, 14, 15

<http://www.iris.peabody.vanderbilt.edu> Resources. Reading, Literacy, Language Arts.

<http://www.iris.peabody.vanderbilt.edu> Resources. RTI.

<http://www.iris.peabody.vanderbilt.edu> Resources. Assessment.

<http://www.iris.peabody.vanderbilt.edu> Resources. Content Instruction.

<http://www.iris.peabody.vanderbilt.edu> Resources. Differentiated Instruction. InfoBriefs.

<http://www.rti4success.org> (National Center on Response to Intervention)

<http://www.studentprogress.org> (National Center on Student Progress Monitoring)

Berkeley, S., Scuggs, T. E., & Mastropieri, M. A. (meta, in press; *questioning strategy instruction, graphic organizers, self-regulatory skills*)

Biancarosa, G. & Snow, C. (2004). Reading Next -A vision for action and research in middle and high school literacy. <http://www.all4ed.org/files/ReadingNext.pdf>

(*Direct Explicit Comprehension Instruction, Peer tutoring, peer tutoring, self-regulatory skills*)

Bursuck, W. D., & Damer, M. (2007). \*Core Text (*direct instruction/systematic/explicit instruction*)

Chard, D., Vaughn, S., & Tyler, B (2002). (*reading fluency*)

Coleman, M., & Vaughn, S. (2000). (*direct instruction/systematic/explicit instruction*)

Deno, S. (2003). (*progress monitoring*)

Gajria, M., Jitendra, A. K., Sood, S., & Sacks, G. (2007) (*text enhancements; cognitive strategy instruction*)

Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). (*reading comprehension instruction*)

Jennings, J. H., Caldwell, J. A., & Lerner, J. W., (2006). (*direct instruction/systematic/explicit instruction*)

Jitendra, A. K., Edwards, L. L., Sacks, G., & Jacobson, L. A. (2004). (*Vocabulary instruction*)

Mastropieri, M. A., Scuggs, T. E., & Graetz, J. (2003) (*mnemonics*)

Nilsson, N. L. (2008). (*Informal Reading Inventory*)

Scuggs, T. E., Mastropieri, M. A., Berkeley, S., & Graetz, J. E. (2009). (*Peer tutoring, mnemonics, semantic maps*)

Scuggs, T. E., & Mastropieri, M. A. Teaching Tutorial: Mnemonic Instruction [www.teachingld.org](http://www.teachingld.org)

Spencer, V. G. (2006). (*peer tutoring*)

Stanford, P., & Siders, J. A. (2000). (*miscue analysis*)

Vaughn, S., Gersten, R. L., & Chard, D. J. (2000). (*reading comprehension instruction; questioning strategy instruction; content enhancements*)

Wayman, M. M., Wallace, T., Wiley, H. I., Renata, T., & Espin, C. A. (2007) (*progress monitoring*)

### CLASS TOPICS & DUE DATES

**NOTE:**

\* The course schedule WILL change according to class needs.

Class	Date	Big Ideas	Readings and Assignments Due
1	8/29	<ul style="list-style-type: none"> <li>Class Overview</li> <li>Case Study Overview</li> <li>Pretest</li> <li>Learners' Profile</li> <li>CBM Overview</li> </ul>	
	9/5	<ul style="list-style-type: none"> <li>Labor Day – no class</li> </ul>	
2	9/12	<ul style="list-style-type: none"> <li>Revised course schedule</li> <li>Overview of five components of reading*</li> <li>Critical elements of effective instruction</li> </ul>	READ: <ul style="list-style-type: none"> <li><b>National Reading Panel (2000). Put reading first: the research building blocks for teaching children to read</b></li> <li><b>Moats, L. (1999). Teaching reading IS rocket science: What expert teachers should know and be able to do.</b></li> </ul>
3	9/19	<ul style="list-style-type: none"> <li>Introduction to Reading Assessments*</li> <li>Obtaining Background Information</li> </ul>	READ: Custom text: Chapter 6, 7, 8; DIBELS on BB  BRING: Jennings Informal Inventory (link on syllabus)
4	9/26	<ul style="list-style-type: none"> <li>Assessments Continued</li> <li>Phonemic Awareness*</li> <li>Model of Small Group Presentation</li> </ul>	READ: Custom text: Chapter 2  CASE STUDY: Pseudonym, grade level of student for case study due
5	10/3	<ul style="list-style-type: none"> <li>Small Group Presentation - PA</li> <li>Word Study (phonics)*</li> </ul>	READ: Custom text: Chapter 3  CASE STUDY: Draft of student background section due  DUE: Small Group Presentation #1
6	10/11	<p><b>Note: this is a Tuesday class</b></p> <ul style="list-style-type: none"> <li>Small Group Presentation - Word Study</li> <li>Advanced Word Study*</li> </ul>	READ: Custom Text: Chapter 4  DUE: Small Group Presentation #2
7	10/17	<ul style="list-style-type: none"> <li>Small Group Presentation – Advanced</li> </ul>	READ: Custom text: Chapter 5

		Word Study <ul style="list-style-type: none"> <li>• Fluency*</li> <li>• Analyzing Informal Reading Assessments*</li> </ul>	CASE STUDY: <b>Draft of Assessment Results due</b>  DUE: <b>Small Group Presentation #3</b>
8	10/24	<ul style="list-style-type: none"> <li>• Small Group Presentation – Fluency</li> <li>• Comprehension*</li> </ul>	READ: <b>Custom text: Chapter 10</b>  DUE: <b>Small Group Presentation #4</b>
	10/31	Independent Work Time – no class meeting	CASE STUDY: <b>Electronic copy of Part I of case study due</b>
9	11/7	<ul style="list-style-type: none"> <li>• Small Group Presentation - Comprehension</li> <li>• Vocabulary*</li> </ul>	READ: Custom text: Chapter 9  DUE: Informal check of Fox text ; <b>Small Group Presentation #5</b>
10	11/14	<ul style="list-style-type: none"> <li>• Overview of Language</li> <li>• Language Development*</li> </ul>	READ: <b>E-Reserves Reading – Language and Literacy in the School Years</b>  CASE STUDY: <b>Draft of Intervention Description due</b>
11	11/21	<ul style="list-style-type: none"> <li>• Developmental Word Knowledge</li> </ul>	READ: Custom Text: Chapter 11; Moats, 2006 on BB  CASE STUDY: <b>Draft of Instructional Plan and Monitoring Student Progress due</b>
12	11/28	<ul style="list-style-type: none"> <li>• Review for Final</li> <li>• Writing Peer Review</li> </ul>	DUE: <b>Fox text due</b>  CASE STUDY: <b>Draft of Case Study part II due</b>
13	12/5	<ul style="list-style-type: none"> <li>• <b>Final Exam, part I</b></li> <li>• Course evaluations</li> <li>• Wrap-up</li> </ul>	CASE STUDY: <b>Hard copy of the final draft of Case Study, Parts I and II due</b>
14	12/12	<ul style="list-style-type: none"> <li>• <b>Final Exam , part II</b></li> </ul>	

Note: Syllabus is subject to change as needed. Common sense and instructor discretion will be the governing forces in dealing with any circumstances that may arise that are not explicitly addressed in this syllabus.