

REGAN EDSE 403 George Mason University
George Mason University
College of Education and Human Development
Special Education

EDSE 403-B01
Language Development and Reading
Summer 2012

Time: Mondays and Wednesdays 7:20 – 10:00 pm
Location: Innovation Hall; Room 222

Professor: Kelley S. Regan, Ph.D.
Email: kregan@gmu.edu
Phone: 703-993-9858
Office Hours: by appointment; Finley Building Room 213

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 or 703-993-2387. Please be prepared with your G number when you contact her.

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-best 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 are listed on the following web site:

http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

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.

Nature of Course Delivery

- ✓ Class lecture and discussion
- ✓ Application activities
- ✓ Small group activities and assignments
- ✓ Electronic supplements and activities via Blackboard
- ✓ Research and presentation activities
- ✓ Video and other media supports

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: 1256104574

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* (6th 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.nifl.gov/partnershipforreading/publications/k-3.html>

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. www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf

http://www.aft.org/pubs-reports/american_educator/issues/winter05-06/Moats.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/pubs-reports/american_educator/issues/winter05-06/Moats.pdf Lyon, G. R.,

Shaywitz, S., & Shaywitz, B. (2003). A definition of dyslexia. *Annals of Dyslexia*, 53, 1-14

Other readings relevant to special education applications assigned by instructor.

Class Companion Websites

A version of the Jennings Informal Inventory (IRI) is at this web site:

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://courses.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/>]. This URL defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing.
- 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.
- 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/>].

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

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

Other Course Expectations

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. Laptops, cell phones, PDAs and all other electronic devices should be **silenced** during class time. If you choose to use your personal laptop for note taking, I ask that you utilize it for that purpose only (**not** for surfing the web, checking email, etc.).
3. **Promptness:** All assignments must be submitted *on or before* the assigned due date. **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.**
4. **Written Products:** All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (6th 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.
5. *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 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 youngster with whom this Case Study will be completed. **Note: you will need to work with a child with a disability over the semester.**
6. **NCATE Assessment:** For student evaluation, program evaluation, and accreditation purposes, students will be required to submit the NCATE assessment to Taskstream, an electronic portfolio system.

**Note: Every student registered for any EDSE course with an NCATE assessment (will be designated as such in the syllabus) is required to submit this assessment, (Reading Case Study) 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 assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.*

ASSIGNMENT DESCRIPTIONS

1. **Self-paced Completion of Fox Text (6 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 the date for the mid-term. The instructor will review your text for credit.

Approximately half of the text should be completed by this time in order to adequately be prepared for the final exam. The remaining part of the Fox text will be checked for completion at the end of the semester. A Fox Post Test Exam will be worth 10 points.

2. Group Project (15 points)

The Group Project Assignment is designed to help you prepare for the planning phase (PART II of the case study) of your final project. You will be researching an area of reading and delivering information in a 20-minute presentation to the class on an assigned night. Specific guidelines for the project will be provided by the instructor (See grading rubric below). Some class time will be provided to gather with your group.

Your presentation should include:

- A definition of the chosen area of reading from the National Reading Panel's 2000 report and all terminology.
- A thorough description of the skills, which are addressed in this area.
- A thorough description of the strategies, which can be used to teach these skills.
- At least one activity that can be used in this area of reading instruction.
- A description of at least one commercial reading program that can be used in this area of reading.
- A handout for the class and at least one type of visual support (PowerPoint, etc.)
- A bibliography (APA format) with at least five references.

3. Reading Case Study: (30 total points)

The Reading Case Study requires selection of a student 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 student to work with during the semester for this assignment. Also note Item # 5 under Other Course Expectations. Specific guidelines for the assignment will be provided by the instructor.

Here are some general expectations to guide your planning:

The duration of 'a meeting session' with your student varies. That is, if you are permitted 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 4-5 sessions lasting 20-30 minutes per session.

- 1 meeting: collect information about your student (meet w/ student and/or 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 7:20 pm on the respective due dates. This assignment is the NCATE assessment for the course and will be evaluated using the following rubric:

4. Midterm (15 points)

The midterm exam includes multiple choice items and short essay questions. This exam will cover assigned readings and class lectures up to the midterm date.

5. Regular Attendance & Participation (14 points)

Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Three or more absences will result in no credit for this course.** As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.

Points for class attendance and participation are positively impacted by:

- a. attending class and being psychologically available to learn,
- b. completing and handing in weekly class assignments, and
- c. participating in class discussions/activities throughout the semester
- d. thoughtfully contributing to class discussions
- e. listening to the ideas of other peers, respectfully, and
- f. demonstrating an enthusiasm for learning.

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.), and/or absences. Also, please display digital etiquette during class sessions. Use of laptops may be used to observe the class Powerpoints/materials, specifically.

Each class (14 session): .5 = psychologically invested, prepared, and present; .5 = participation, thoughtful contributions, completed in-class assignments.

**** EDSE 403 Students:***

You will be assigned groups for the group assignment. Your group will consist of Master's students who are to demonstrate active leadership in group activities and presentations throughout the course. Although most of the remaining assignments are to be completed individually, please let your instructor know if you wish to be advised by a peer at the graduate level (ex. Question about the case study, working with students, etc.)

6. Final Exam (10 points)

The final exam may include multiple-choice and application items and short-essay question that cover assigned readings and class lectures. In addition, the final exam will include items related to the Fox self-study AND the Virginia Reading Assessment (VRA).

GRADING

- 1. Self-paced Completion of Fox Text 6 points
- 2. Group Project 15 points
- 3. Final Project: Case Study 30 points
- 4. Midterm 15 points
- 5. Participation, Quizzes and In-Class Activities 14 points
- 6. Fox Text Test 10 points
- 7. Final Exam 10 points
- TOTAL 100 POINTS**

Student Self-Management for Calculating Course Grade Based on Points Earned on Performance Based Summative Evaluations	
Title of Performance-Based Summative Evaluation	Points Earned/Total Points
1. Self paced completion of Fox text	/6
2. Group Project	/15
3. Final Project: Case Study Part I	/20
4. Final Project: Case Study Part II	/10
5. Midterm	/15
6. Participation, Quizzes and In-class Activities	/14
7. Fox Text Test	/10
8. Final Exam	/10
Total # of points earned	/100

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.

Grading Scale:

- 95-100% = A
- 90-94% = A-
- 87-89% = B+
- 84-86% = B
- 80-83% = B-
- 77-79% = C+
- 74-76% = C
- 70-73% = C-
- 60-69% = D
- <60 = F

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. 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.

Rubrics

Group Presentation Rubric		
<i>Component</i>	<i>Points</i>	<i>Comments</i>
Definition: Presentation includes a clear and accurate definition of the chosen area of reading	/1	
Skills and Strategies <ul style="list-style-type: none"> • Description of at least 5 skills addressed within this area of reading • Incorporation of evidence-based practice(s) to support instruction in your selected area of reading 	/3	
Activity <ul style="list-style-type: none"> • Include a description of at least one activity, which focuses on this area of reading • Include at least one activity which is interactive with the group to stimulate conversations about the topic and/or to reinforce learning of topic 	/2	
Commercial Reading Programs <ul style="list-style-type: none"> • Presentation includes brief description of at least one commercial reading program, which addresses the chosen area of reading 	/1	
Class Handout <ul style="list-style-type: none"> • Clear and applicable handout distributed to class • Description of content addressed within this topic • Practical relevance for classroom teachers 	/2	
Presentation <ul style="list-style-type: none"> • At least 1 visual support (PowerPoint, posters, etc.) which is easy to read and understand from all areas of the classroom. Clear and accurate. • No longer than 20 minutes • Creative and involving whole class participation • All areas of the presentation are cohesive 	/5	

<ul style="list-style-type: none"> • Each group member has a clear/important role for the presentation 		
<p>Bibliography</p> <ul style="list-style-type: none"> • At least five references (text can be one) • APA format 	/1	
TOTAL	/15	

Reading Case Study Rubric : Part I

<p>Student Background</p> <ul style="list-style-type: none"> ▪ Collect demographic and background information <u>significant to reading, writing, and language development</u>. <ul style="list-style-type: none"> ▪ Information obtained should be appropriate based on your relationship with the student (for example, if you are working in 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 home, it would NOT be appropriate to contact his school to ask to see his school records). 	/2
<p>Oral Language Development</p> <ul style="list-style-type: none"> • 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"> ▪ This information can be obtained when gathering student background information, from observations while testing, and from the test results. 	/2
<p>Reading and Writing Development</p> <ul style="list-style-type: none"> ▪ Correctly administer and accurately score the results of the following assessments: <ul style="list-style-type: none"> ▪ an informal reading inventory (download from www.ablongman.com/jennings5e), ▪ a spelling assessment (DSA to be provided in class), ▪ <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"> ○ For example, if a student’s decoding skills were particularly weak, you might decide to look more closely at their phonemic awareness development. But, if a student is on grade level in reading, you might decide you want to look more closely at his expressive writing by collecting and evaluating a writing sample using a rubric. ▪ Analyze the results and present the findings in an educational report that: <ul style="list-style-type: none"> ▪ Provides a general description of each assessment including what kind of information can be obtained from the assessment ▪ Presents the results of each assessment including: <ul style="list-style-type: none"> ○ a reporting of the results for each assessment (a table is often helpful here), ○ an indication of whether this area of reading/writing is an area of concern; 	/10

<ul style="list-style-type: none"> and <ul style="list-style-type: none"> ○ a narrative error analysis of student strengths and weaknesses on the assessment given ▪ <u>All completed assessment protocols must be attached to the final report</u> 	
<p>Summary</p> <ul style="list-style-type: none"> • Statement of <i>overall</i> strengths and needs of student <ul style="list-style-type: none"> • This should be based upon student background information and findings from assessments (including relevant student behavior) 	/1
<p>Recommendations</p> <ul style="list-style-type: none"> ▪ Make recommendations for literacy instruction based on areas of weakness identified from your assessments <ul style="list-style-type: none"> ○ Classroom recommendations should be evidence-based and grade/age appropriate ○ 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"> ▪ 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 ▪ Make recommendations for reinforcement practice at home that a parent would realistically be able to implement. 	/3
<p>Style</p> <ul style="list-style-type: none"> ▪ Professional report format that targets multiple audiences: parents, teachers, and other educational professionals ▪ Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation) 	/2
Total	/20

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

<p>Description of Selected Intervention</p> <ul style="list-style-type: none"> • Clear and replicable: step by step description of intervention • Based upon at least 1 reliable source for research based practices 	/3
<p>Instructional Plan</p> <ul style="list-style-type: none"> • Create a measurable IEP goal based on student performance on Part I • Write an instructional objective for the intervention you chose • Describe the materials you will need to implement the lesson (this includes locating appropriate reading materials) • Describe how you will introduce the lesson (or series of lessons) • Describe your instruction (include modeling, guided practice, independent practice, assessments) • Identify any instructional adaptations 	/4
<p>Monitoring Student Progress</p> <ul style="list-style-type: none"> • Locating/develop a progress monitoring measure, 	/2

<ul style="list-style-type: none"> • Determining how often you will assess the student, and • Determine how you will make educational decisions based on student progress 	
Writing Style <ul style="list-style-type: none"> • Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation) 	/1
TOTAL	/10

CLASS TOPICS & DUE DATES

Date	Class Topic & Reading Assignments	Readings Due for NEXT Class
6/4	<ul style="list-style-type: none"> • Course overview • A Historical Perspective • Reflection Response & Share • Knowledge and Skills teachers need to be effective literacy instructors • Scientifically Based Reading Instruction (National Reading Panel, 2000; NCLB, IDEA) Five Domains of Reading* • Video 	<ul style="list-style-type: none"> • Put Reading First from the National Institute of Literacy K-3 (XV in customized text) • Review: Reading for Virginia Educators (RVE) www.ets.org/praxis/prepare/materials/0306 Test at a Glance
6/6	<ul style="list-style-type: none"> • Language Development • Rules, Forms, and Functions of Language (relevant vocabulary) 	<p>Chapter 13 <i>Literacy Instruction for Diverse Populations....</i></p> <p>Chapter 1 Customized Text <i>An Introduction to Systematic, Explicit Reading Instruction</i></p> <p>Fox Pre Test</p>
6/11	<ul style="list-style-type: none"> • Language & Literacy in the School Years • Selecting/evaluating text for diverse learner • Text Readability (readability formulas) 	<p>Chapter 2 <i>Early Literacy</i></p> <p>Review Chapter 6 to guide you with the case study project – <i>Obtaining Background Information</i></p> <p>Review Chapter 7 <i>Using Informal Reading Inventory for Assessment</i></p>
6/13	<ul style="list-style-type: none"> • Collecting Diagnostic Information • Introduction to Reading Assessments: • Informal Reading Inventory (IRI)* • Running Records*; modeled, demonstrated, guided practice • Analyzing error patterns: Miscue Analysis* 	<p>Chapter 11 <i>Developmental Word Knowledge</i> (Stages of Spelling Development)</p> <p>Chapter 12</p>

6/18	<ul style="list-style-type: none"> • Nature and Organization of English orthography • Spelling Assessment (DSA) • Writing Instruction • Review For Mid-Term 	<p>Chapter 3: <i>Beginning Reading/Early Decoding</i></p> <p>Recall sections from Chapter 1 <i>An Introduction to Systematic, Explicit Reading Instruction</i></p>
6/20	<ul style="list-style-type: none"> • Explicit Reading Instruction and Early Literacy • Systematic/Explicit Instruction* (I do, we do, you do) • Phonemic Awareness Instruction (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes)* 	Review For Mid-Term by beginning online language modules
6/25	<ul style="list-style-type: none"> • Language Modules (NO Face-to-Face meeting) 	<p>Complete & turn in certificate from the first and second online language modules http://ttaconline.org</p> <p>Complete 1st half of FOX text</p>
7/2	<ul style="list-style-type: none"> • MIDTERM • Fox text is checked for ½ way completion • RTI Part III module - reading instruction; high quality instruction at tiers 1, 2, 3... http://www.iris.peabody.vanderbilt.edu Resources. RTI. • Fluency Instruction* (progress monitoring*) <p>Phonemic Awareness PRESENTATION</p>	Conduct the IRI and DSA for the case study
7/4	<ul style="list-style-type: none"> • DUE TODAY: Case Study: Part I No Face-to-Face Class Meeting 	
7/9	<ul style="list-style-type: none"> • Advanced Word Reading; Phonics Instruction (phoneme-grapheme correspondence; word analysis)* <p>Phonics PRESENTATION Fluency PRESENTATION</p>	<p>Chapter 4</p> <p>Chapter 5</p>
7/11	<ul style="list-style-type: none"> • Vocabulary Instruction* (mnemonics*, semantic maps*, word meaning sorts) <p>Vocabulary PRESENTATION</p>	Chapter 9

7/16	<ul style="list-style-type: none"> Comprehension Instruction* (graphic organizers*, questioning strategies*, self monitoring/metacognition*, direct/explicit comprehension instruction – think aloud*) Comprehension PRESENTATION 	Chapter 10
7/18	<ul style="list-style-type: none"> Filler Class Fox Text Exam Fox Text turn in to be checked 	
7/23	<ul style="list-style-type: none"> Final Exam Please be Prompt to class 	DUE: Case Study
7/25	<ul style="list-style-type: none"> Course Evaluations Case Study PRESENTATIONS 	

NOTE: This syllabus may change according to class needs.

Research Based Resources

Report of the National Reading Panel: *Teaching Children to Read* (2000).

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

www.k8accesscenter.org The Access Center.

<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) CBM modules

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

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