



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Spring 2015

EDSE 503 623: Language Development and Reading

CRN: 18087, 3 - Credits

<b>Instructor:</b> Dr. Leins Patricia	<b>Meeting Dates:</b> 3/18/2015 - 5/20/2015
<b>Phone:</b> (540) 842-7789	<b>Meeting Day(s):</b> Wednesdays
<b>E-Mail:</b> pleins1@gmu.edu	<b>Meeting Time(s):</b> 4:15 pm-8:45 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Off-campus

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

**Course Description**

In-depth coverage of reading instruction for students with special needs. Topics include language development and emergent literacy skills; reading subskills including auditory discrimination and phonemic awareness, decoding and word reading; reading comprehension; and use of technological advances in the teaching of reading. Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

**Prerequisite(s):** None

**Co-requisite(s):** None

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

**Nature of Course Delivery**

Face to face

Learning activities include the following:

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

### **Field Experience Requirement**

A Field Experience is a part of this course. Field Experiences may include observations of a school setting or case studies of individual students. Below are procedures that students need to follow based on their specific situation:

**REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE:** Complete the online field experiences form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested **REGARDLESS** if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state.

**OPTION 1:** Request a placement online through the Clinical Practice Office

- Complete the online request form and indicate that you need George Mason (Clinical Practice Specialist) to arrange a field placement, (including observations and/or case studies). It is important that you do this within the first two classes so that the field placement office has sufficient time to find a placement for you.

**OPTION 2:** Arrange for your own placement and complete the online field placement form indicating that you do not need assistance finding a placement due to one of the following situations:

- a. I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- b. I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system. (Note: It is not recommended that you work with your own child.)
- c. I will arrange my own placement for my field experiences, (including observations and/or case studies) because my instructor has offered access to a student(s) inside of a school system. (Note: an email from the host teacher and the administrator is required to be sent to [cuanseru@gmu.edu](mailto:cuanseru@gmu.edu). The email serves as documentation of the approval. The administrators must approve all visitors in their school.)

If you are a consortium student that does not attend GMU, please complete the GMU online field placement form. Select an item from one of those listed in Option 2. You need to make sure that you follow the procedures for field placement at your university to identify a placement or report that you have a placement. Contact your faculty liaison for more information.

## **Evidence-Based Practices**

This course will incorporate the evidence-based practices (EBPs) relevant to the five essential elements of reading, language, 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.

## **Learner Outcomes**

Upon completion of this course, students will be able to:

- Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
- Describe how stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities) impact reading and writing development of these students.
- Describe the rules (e.g., spelling patterns, syllables, morphemes) of language, the forms (e.g., syntax, writing, speaking, listening, and spelling) of language, and the functions (e.g., pragmatics, semantics) of language and its relationship to reading comprehension.
- Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
- 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.
- 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.
- Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

## **Required Textbooks**

Berkeley, S., & Taboada Barber, A. (2014). Maximizing effectiveness of reading comprehension instruction in diverse classrooms. Baltimore: Brookes Publishing.

Fox, B. J. (2013). Phonics and structural analysis for the teacher of reading. (11th edition). Columbus, OH: Prentice Hall.

Jennings, J.H., Caldwell, J.S., & Lerner, J.W. (2014). Reading Problems: Assessment and Teaching Strategies. (7th edition). New York, NY: Pearson.

### **Digital Library Option**

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

### **Recommended Textbooks**

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

### **Required Resources**

Jennings Informal Inventory (IRI)

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 reading assessment report.

### **Language Modules Website**

During the semester, students will be asked to access 2 online language modules through <http://ttaconline.org>. The purpose of these modules is for students to gain a greater understanding of language development through online narrated presentations that guide learners through key concepts in language development. Students will be asked to turn in certificates of completion, as well as reflect on the content learned through each module.

### **Additional 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.nationalreadingpanel.org/publications/researchread.htm>

Alliance for Excellent Education. (2004). Reading next: A vision for action and research in middle and high school literacy. New York, NY: Carnegie Cooperation. Retrieved January 12, 2012 from [www.all4ed.org/files/ReadingNext.pdf](http://www.all4ed.org/files/ReadingNext.pdf)

\*These articles can be found on Blackboard under the “Additional Readings” tab.

Berkeley, S., & Lindstrom, J.H. (2011). Technology for the struggling reader: Free and easily accessible resources. *TEACHING Exceptional Children*, 43(4), 48-55.

Edelen-Smith, P.J. (1997). How now brown cow: Phoneme awareness activities for collaborative classrooms. *Intervention in School & Clinic*, 33, 103-111.

Flett, A., & Conderman, G. (2002). 20 ways to...promote phonemic awareness. *Intervention in School & Clinic*, 37(4), 242-245.

IRIS Module. Teaching English language learners: Effective instructional practices. <http://iris.peabody.vanderbilt.edu/ell/chalcycle.htm>

James, L.A., Abbott, M., & Greenwood, C.R. (2001). How Adam became a writer: Winning writing strategies for low-achieving students. *Teaching Exceptional Children*, 33, 30-37.

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/pubsreports/downloads/teachers/rocketsci.pdf](http://www.aft.org/pubsreports/downloads/teachers/rocketsci.pdf)

Other readings relevant to special education applications as assigned by the instructor.

### **Course Relationships to Program Goals and Professional Organizations**

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 Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 2:

Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 6: Language and Standard 8: Assessment.

### **GMU POLICIES AND RESOURCES FOR STUDENTS:**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

### **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **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. [See <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/>]

### **Course Policies & Expectations**

### Attendance.

Class attendance and participation are an important part of this class because of the technical nature of the information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course.

1. Students are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class.
2. Attendance will be maintained through the artifacts students produce during class through group and individual work.
3. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products.
4. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail **before the class session** where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 “grace” absence without a point penalty, as long as the instructor is notified before the class session. In this case, it is still the student’s responsibility to make arrangements to obtain notes, handouts, and lecture details from another student.

Please display digital etiquette during class sessions. The use of electronic devices for note-taking is permitted, however any other activities, including using email, texting, recording, or web-browsing are prohibited and will impact participation points.

### Late Work.

All learning activity assignments are required to be completed and submitted on time. This includes posting the assessment/signature assignment to TaskStream. **In fairness to students who submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. Exceptions must receive prior instructor approval.**

### Communication.

**Your GMU email address and the instructor’s GMU email address are the only email addresses that will be used for communication in this course.** Student email is accessed at <http://masonlive.gmu.edu>. ALL communications regarding coursework, enrollment issues, advising, internship and important program listserv announcements are sent to students via their Mason email accounts. Students are held responsible for this information.

### TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Informal Reading Assessment & Educational Assessment Report Case Study* to TaskStream (regardless of whether a course is an elective, a

onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>.

### **Grading Scale**

A	95 – 100 points
A-	90 – 94 points
B	80 – 89 points
C	70-79 points
F	69% and below

### **Assignments**

#### **Performance-based Assessment (TaskStream submission required).**

##### **Reading Case Study (TaskStream Assignment)**

The Reading Case Study is the signature assignment for the course. The assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. This project should be submitted by 4:30 pm on the respective due date.

**BOTH** an electronic copy (posted to blackboard) **AND** an electronic copy (posted to TaskStream) should be submitted. **PLEASE USE A PSEUDONYM FOR YOUR STUDENT TO PROTECT HIS OR HER PRIVACY!**

This assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment.

The following are general expectations to guide planning:

- 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.
- The duration of sessions with your student varies. 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. 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.

- Placement for this Field Experience/Case Study: This course requires field placement for a case study. For Part II of the Case Study, Signature Assignment you will need to assess the reading of a student with a disability (this will take approximately 3-5 sessions, 20 to 30 minutes each). Although a school setting is preferred, the case study can be completed with a student with a disability in an alternative setting (e.g., tutoring). 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 these assignments. Students must document their field experience with the CEHD at the following website: <http://cehd.gmu.edu/endorse/ferf>

This assignment is worth 35% of your grade for this course. Specific directions will be provided by the instructor, and the assignment will be evaluated using the following rubric:

<b>Reading Case Study Rubric</b>	
<p>Student Background ( <i>1/2 point each</i>)</p> <p style="margin-left: 40px;">a. Collect demographic and background information significant to:</p> <ul style="list-style-type: none"> <li>i. Home life including cultural background</li> <li>ii. School experience</li> <li>iii. Development including physical, social and emotional</li> <li>iv. Reading, writing, and language development background including special interventions and/or programs that have been tried previously</li> </ul> <p>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 home, it would NOT be appropriate to contact his school to ask to see his school records).</p>	/2
<p>Oral Language Development (1 point each)</p> <p style="margin-left: 40px;">b. Describe the student's oral language development from infancy through toddler years (and beyond if applicable) and the implications that these issues might have on the chld's reading and/or writing.</p> <p style="margin-left: 40px;">c. Describe the student's expressive and receptive language skills (both oral and written) and the implications that these issues might have on the chld's reading and/or writing.</p> <p>This information can be obtained when gathering student background information, from observations while testing, and from the test results.</p>	/2
<p>Assessment Administration and Report</p> <p>Correctly administer and accurately score the assessments listed below, then analyze</p>	

<p>the results and present the findings.</p> <p>For each assessment below, provide (1) a general description of each assessment including what kind of information can be obtained from the assessment (2 points per assessment) and (2) a clear report of the results for each assessment (2 points per assessment) (a table is often helpful in addition to the narrative). Make sure that your description is written in sufficient detail that the assessment can be understood by parents and other service providers.</p> <ol style="list-style-type: none"> <li>1. Jennings informal reading inventory (download from <a href="http://www.ablongman.com/jennings5e">www.ablongman.com/jennings5e</a>),</li> <li>2. DSA: spelling assessment (will be provided in class; be sure to list the features for each level not just the letter/code for the features)</li> <li>3. Fry readability assessment (completed on a book that the student has been assigned in school or is reading for pleasure)</li> <li>4. At least one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). A teacher created assessment is most effective for this supplemental assessment (vocabulary quiz, writing sample, etc.).       <ol style="list-style-type: none"> <li>i. Provide a clear rationale for the selection of this assessment. What specific skill/area were you concerned with gathering more information about and why? (1 point)           <ol style="list-style-type: none"> <li>1. 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.</li> </ol> </li> </ol> </li> </ol>	/17
<p><b>Strengths and Needs</b></p> <p>For each of the five areas of reading (plus spelling/writing), use the student background information and findings from the assessments described above (including relevant student behavior) to provide an indication of the student's strengths and needs. (½ point for each strength and ½ point for each need)</p> <ol style="list-style-type: none"> <li>a. Decoding (and phonemic awareness if a concern)</li> <li>b. Fluency</li> <li>c. Vocabulary</li> <li>d. Comprehension (and vocabulary/strategy use if a concern)</li> </ol> <p style="text-align: center;">2. Spelling &amp; Writing</p>	/5
<p><b>Recommendations</b></p> <p>Using the student background information, findings from the assessments described above, relevant student behavior information, and your statements about the student's areas of strengths and needs, provide a minimum of 3 evidence-based</p>	/5

recommendations for each of the following:  1. Literacy instruction based on areas of weakness identified from your assessments (2 points) 2. Classroom/testing recommendations (2 points) 3. Home practice/reinforcement (1 point) <ol style="list-style-type: none"> <li>i. Make sure that these recommendations are ones that a parent would realistically be able to implement.</li> </ol> 5.*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)	
<b>Written Style</b>  1. Writing is free of spelling errors (2 points). Writing is free of grammatical errors (2 points).	/4
2. Total	/35

**Performance-based Common Assignments (No TaskStream submission required).  
Self-paced completion of Fox text: (10 points)**

To teach reading and language effectively, teachers must be proficient in phonics themselves. The Fox text is a tool that will familiarize you (if you were originally taught to read using a whole language approach) or refamiliarize you (if you were originally taught to read using a phonics approach) with many of the core phonics and structural analysis rules.

While a portion of each class will be dedicated to phonics-based skills for emphasis and review, you will need to independently complete the Fox (2013) self-instruction textbook outside of class. We will complete and score the pretest in class, and then you will work on the self-paced exercises in the text.

For a part to be considered complete, you will need to fill-in the blanks of all exercises in that part, as well as the review questions at the end of that part. To receive full credit, all sections must be completed by the dates indicated below.

You have the option of accelerating your pace by completing the parts prior to the session timeline noted below. Plan to turn in the Fox text at the beginning of the class session on the due date for each specific part and you will receive the book back at the end of class.

3/25:	4/15:	5/6:	5/6:
Pretest	Parts I IV	Parts V – VIII	Posttest
2 point	3 point	3 point	2 point

**\*Full credit is earned when evidence of completion of all assigned parts of the Fox sections is submitted on time. No partial credit is given.**

**Final Exam – May 20<sup>th</sup> (5 points)**

The final exam will include multiple-choice and application items and short-essay questions that cover assigned readings and class lectures. In addition, the final exam will include items related to the Fox self-study for the entire semester AND the Reading for Virginia Educators (RVE) assessment.

**Other Assignments.**

**Attendance and Participation - Weekly [1 point per class for a total of 10 points]**

In general terms, attendance points are earned based on the Attendance Policy described in the Policies section of this syllabus. More specifically, 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,
- c. participating in class discussions/activities throughout the semester,
- d. thoughtfully contributing to class discussions,
- e. listening to the ideas of other peers, respectively, and
- f. demonstrating an enthusiasm for learning,
- g. successfully facilitating assigned group work activities, which may include guided questioning and problem solving roles,
- h. and taking initiative and leadership in class discussions, which may include leading class discussions on assigned sections of specific content.

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.), failure to guide your group's collaborative work or take leadership roles on assigned content, and/or absences. Also, please display digital etiquette during class sessions. The use of electronic devices for note-taking is permitted, however any other activities, including using email, texting, recording, or web-browsing are prohibited and will impact participation points.

**TTAC Language Modules I and II (Due February 9th) (15 points)**

We will complete two online modules in class for this assignment. You will print a hardcopy of your certificates of completion and submit these to the instructor for credit. Full credit is earned when evidence of completion of all assigned parts is submitted. No partial credit will be given.

To access the modules, you will need to:

1. Go to <http://ttaconline.org>
2. Click on Region 4
3. Click on the online training tab on top far right tab
4. There are two language modules listed (Part I and Part II). (There is also a Part III but you DO NOT NEED TO DO PART III!!!)

5. You do need a login to access the module. (There are directions as to how to create an account here. Click on the title of the module and it will explain next steps).
6. Note: The modules can only be opened in Adobe Acrobat 9.0 or greater as it includes video and audio. Once inside the module, note the following “buttons” (e.g. pause, volume, etc.) to help navigate through the presentation.
7. Training certificates are awarded upon the successful completion of the Webshop requirements. The certificate may be printed from an online template for the user’s personal records.

**Reading Assessment Mini Lesson Follow Up – Due May 13th (10 points)**

Following the Reading Assessment Report, students will target case study participant from the Reading Assessment Report. Students will be asked to select the most significant area of reading need for their target K-12 student as determined through the assessment report. A mini lesson will be developed including:

- An IEP goal will be developed for the area of need.
- You will then select an evidence-based reading practice for application in a lesson with this student targeting the IEP goal.
- Provide a short description of the selected reading intervention
- Describe an instructional objective based on this goal for the specific lesson at hand.
- Provide a listing of required materials for the lesson.
- Give a short introduction to the lesson.
- Describe actual instruction to be provided including any information on how the lesson will be adapted to the particular needs of the target student.
- Provide an outline for progress monitoring.

**Final Presentation- Due May 13<sup>th</sup> (10 points)**

Students will complete a final presentation based on a summary of the teaching strategy utilized in their lesson follow-up. Students will prepare a 10-15 minute presentation of the strategy for your classmates according to the following format.

- Describe the context for the strategy including a brief theoretical and research rationale for the strategy.
- Share the IEP goal you developed.
- Briefly describe and demonstrate the strategy (if applicable).
- Provide your classmates a one page description of the strategy. This description should be a guide for someone else who wishes to use the strategy.

Additional directions and grading rubric for this assignment will be provided by the instructor.

<b>Course Requirements</b>	<b>Total Points</b>
Attendance and Participation (1pt. per class/discussion)	10

Completion of Language Modules	10
Self-Paced Completion of Fox Text	10
Reading Assessment Report	35
Mini Lesson Follow-up	20
Final Presentation	10
Final Exam	5

### Schedule

Date	Class Topic & Reading Assignments	Readings Due for this Class
3/18	<p><b>Course Overview</b>  <b>Scientifically Based Reading Instruction: The Five Areas of Reading*</b> (National Reading Panel, 2000)</p> <p><b>A Historical Perspective</b></p> <p><b>Knowledge and Skills</b> teachers need to be effective literacy instructors</p>	<p><b>READ:</b> <i>Put Reading First from the National Institute of Literacy K-3 &amp; Reading Rocket Science pgs 1-12, 18-24</i></p> <p><b>*Importance of assessment? 3 things</b>  <b>Role as reading teacher? 3 things</b></p> <p><b>READ:</b> <i>Ch.1 &amp; 2 Jennings, Caldwell, Lerner</i></p>
3/25	<p><b>An Introduction to Systematic, Explicit Reading Instruction</b>  <b>Overview of Case Study</b>  <b>Obtaining Background Information</b>  *Handouts 1 &amp; 2  <b>Collecting Diagnostic Information</b>  Informal Reading Inventory (IRI)*  Text Readability (readability formulas)  Spelling Assessment (DSA)  Analyzing error patterns: Miscue Analysis*  <b>Videos of assessments</b></p>	<p><b>DUE: Fox Pretest 2 points</b> (you MUST bring your copy of the book in order to complete this and earn the points!)</p> <p><b>READ:</b> <i>Ch. 3 &amp; 4 – Gathering Data &amp; Assessments, Jennings, Caldwell, Lerner</i>  <b>REVIEW:</b> <i>Ch. 5 – Administering an Informal Reading Inventory, Jennings, Caldwell, Lerner</i></p> <p>Bring questions about the reading  Bring printout of IRI &amp; DSA to class</p>
4/1 Fairfax Break NO CLASS	<p><b>Collecting Diagnostic Information</b>  Informal Reading Inventory (IRI)*  Text Readability (readability formulas)  Spelling Assessment (DSA)  Analyzing error patterns: Miscue Analysis*</p> <p><b>Watch IRI, DSA, Text Readability &amp; Miscue Videos</b></p>	<p><b>READ:</b> <i>Chapter 5 – Administering an Informal Reading Inventory, Jennings, Caldwell, Lerner</i></p> <p><i>Chapter 8 Berkeley &amp; Taboada Barber</i></p> <p>Get comfortable with assessment materials</p> <p>Practice Miscue Analysis &amp; doing Text Readability</p>
4/8	<p><b>Early Literacy</b> (Concepts of Print, Phonological Awareness and Phonemic Awareness)</p>	<p><b>READ:</b> <i>Chapter 7 &amp; 8 Jennings, Caldwell, Lerner</i></p> <p><b>READ:</b> Edelen-Smith, P.J. (1997). How now brown cow: Phoneme awareness activities for</p>

	<p><b>Rules, Forms, and Functions of Language (relevant vocabulary) &amp; Language Development</b></p> <p><b>Phonemic Awareness Instruction</b> (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes)*</p> <p><b>Videos:</b> Phonemic awareness activities</p> <p><i>In-class reading:</i> McCarthy, P.A. (2008). Using sound boxes systematically to develop phonemic awareness. <i>The Reading Teacher</i>, 62(4), 346-349.</p>	<p>collaborative classrooms. <i>Intervention in School &amp; Clinic</i>, 33, 103-111.</p> <p><b>And</b> Flett, A., &amp; Conderman, G. (2002). 20 ways to...promote phonemic awareness. <i>Intervention in School &amp; Clinic</i>, 37(4), 242-245. <b>**Be prepared to use activities from these articles for a lesson!</b></p> <p><b>Complete and turn in certificate from online language modules: Oral Language Development, Language Foundations Part I &amp; II. Go to <a href="http://ttaonline.org">http://ttaonline.org</a></b> You will need to create an account. Module can be found under online training tab.</p>
4/15	<p>Advanced Word Reading; <b>Phonics Instruction</b> (phoneme-grapheme correspondence; word analysis)*</p> <p><b>Videos:</b> Word Analysis &amp; Recognition Strategies</p> <p><b>Update on Case Study Assessments!!</b></p>	<p><b>DUE: Fox Parts I - IV 3 points</b> <b>READ:</b> <i>Read Chapter 8 &amp; 9 Jennings, Caldwell, Lerner</i> <i>Chapter 2 Berkeley &amp; Taboada Barber</i></p>
4/22	<p><b>Vocabulary Instruction*</b> (mnemonics*, semantic maps*, word meaning sorts)</p> <p><b>Fluency Instruction*</b> (progress monitoring*) <i>In-class reading:</i> Marcell, B. (2011). Putting fluency on a fitness plan: Building fluency's meaning making muscles. <i>The Reading Teacher</i>, 65(4), 242-249.</p>	<p><b>READ:</b> <i>Read Ch. 10 Jennings, Caldwell, Lerner</i> <i>Ch. 3 Berkeley &amp; Taboada Barber</i></p> <p><b>Review Videos:</b> Word Sorts &amp; Fluency Assessment</p>
4/29	<p><b>Comprehension Instruction-Listening, Narrative, Assessment*</b> (graphic organizers*, questioning strategies*, self-monitoring/metacognition*, direct/explicit comprehension instruction – think aloud*)</p>	<p><b>DUE: Partial Rough Draft of Case Study w/Assessment Data-Peer Edit</b></p> <p><b>READ:</b> <i>Ch. 11 Jennings, Caldwell, Lerner</i> <i>&amp; Ch. 1, 4, 5 Berkeley &amp; Taboada Barber</i></p>
5/6	<p><b>Comprehension Instruction-Informational*</b></p> <p><b>Spelling Instruction &amp; Writing Part I</b></p> <p><i>In-class reading:</i> James, L.A., Abbott, M., &amp; Greenwood, C.R. (2001). How Adam became a writer: Winning writing strategies for low-achieving students. <i>Teaching Exceptional Children</i>, 33, 30-37.</p>	<p><b>DUE: Fox Parts V - VIII 3 points &amp; Fox Posttest - 2 points</b></p> <p><b>READ:</b> <i>Ch. 12 &amp; 13 Integrating Reading and Writing, Jennings, Caldwell, Lerner</i> <i>Ch. 6 &amp; 7 Berkeley &amp; Taboada Barber</i></p> <p><b>Review Videos:</b> Comprehension &amp; Spelling Assessment</p>

5/13	<p><b>Take Online Fox Quiz</b></p> <p><b>Literacy Instruction for Diverse Populations</b>  <i>In class activity: IRIS Module: Teaching English Language Learners: Effective Instructional Practices</i></p> <p><b>Mini Lesson Presentations</b></p>	<p><b>Online Fox Quiz (Complete on Blackboard no later than 7:10 p.m.)</b></p> <p><b>DUE: Case Study (Submitted via Blackboard no later than 4:30)</b></p> <p><b>READ: Ch. 14 Literacy Instruction for Diverse Learners &amp; 15 Literacy Instruction for Students with Special Needs, Jennings, Caldwell, Lerner</b></p>
5/20	Final Exam: Please be Prompt to class	

**Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

## Appendix