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

Fall 2013
EDSE 503 001: Language Development and Reading
CRN: 72274, 3 - Credits

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|---|---|
| **Instructor:** Dr. Jodi Duke | **Meeting Dates:** 8/26/2013 - 12/18/2013 |
| **Phone:** 703-993-6555 | **Meeting Day(s):** Mondays |
| **E-Mail:** jduke4@gmu.edu | **Meeting Time(s):** 4:30 pm-7:10 pm |
| **Office Hours:** By appointment | **Meeting Location:** Innovation Hall 318 |

*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.

**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) 993-3145 for assistance. All other students should refer to their faculty advisor.

### Nature of Course Delivery
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" entail Mason students conducting activities that may involve students, parents, and/or teachers, etc. in a school setting. "Finding" an individual needed to complete a Field Experience Project/Case Study for a course may be a challenge. Mason's Field Placement Office, internsh@gmu.edu can assist in placing Mason students at school sites. Mason is required to track when and where Mason students complete any field experiences. Consequently, EACH PERSON ENROLLED in this course must access this link http://cehd.gmu.edu/endorse/ferf at the beginning of the semester (if not before) and complete the information requested REGARDLESS if one needs assistance in 'finding' an individual for the project/case study or not.

**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, 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

George Mason University Programs in Special Education. (2011). *Language development & reading*. Boston, MA: Pearson. \*\*\*Customized text -- available this link ONLY -- http://store.pearsoned.com//georgemason ISBN: 0536379505

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

## Digital Library Option

The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. 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.

- 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.pearsonhighered.com/.  Search by author, title, or ISBN.

## Required Resources

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 (also available in the customized text).

Alliance for Excellent Education (2004). Reading next: A vision for action and research in middle and high school literacy. New York, NY: Carnegie Cooperation. http://www.all4ed.org/publication_material/reports/reading_next

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

TTAC Modules: *Region 4 Training &Technical Assistance Webshops*, http://www.ttaconline.org (*Foundations of Language* and *Typical Language Development)*

**Additional Readings**
*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.

Marcell, B. (2011). Putting fluency on a fitness plan: Building fluency's meaning making muscles. *The Reading Teacher, 65*(4), 242-249.

McCarthy, P.A. (2008). Using sound boxes systematically to develop phonemic awareness. *The Reading Teacher, 62*(4), 346-349.

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

**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 RESOURES FOR STUDENTS:**
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/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.**

Students are expected to: (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, and (d) complete all assignments. Attendance, timeliness, and professionally relevant, respectful and active participation are expected and required in order to earn weekly participation points or quiz points.

Class attendance is crucial to course competence; however, there may be an instance when you are not able to attend class. ***Please do not request permission to miss a class***—you must make your own decision.

For any absence, please notify the instructor by email prior to the start time of the missed session. For the *first* absence, a student does not earn credit for the participation points or quiz (if applicable) for that session and takes on the responsibility of obtaining all missed information from another student. Students who are absent are held responsible for the material covered and assignments given and due.

A *second* absence will result in the final grade dropping by 5 points.

*Three* absences will result in a base grade of 70 points, from which unearned points will be deducted.

*If there are truly extenuating circumstances, it is your responsibility to consult with the instructor.*

   **Participation.**

   ***Use of Computers, Cell Phones, PDAs, iPads, and other Electronic Devices and Materials:***

Please be *fully* present in class. It is impossible to participate fully in this class while texting, engaging in social media sites, tweeting, working on documents, checking email, etc. Please use computers only for work related to the current class activity. Checking email, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counterproductive. Students engaging in such conduct during class time will not be permitted use of devices in class. The breach will be considered as non-attendance for that class session. If, for emergency reasons, you must be available via cell phone, please discuss the situation with the instructor in advance of class and, if access is granted, place your cell phone on vibrate and mute the ring tone to avoid class disruption.

*Active participation includes:*
• Listening to and participating in class discussions

- Taking notes
- Listening to instructor presenetations and feedback
- Checking your email weekly and responding to the instructor's emails
- Completing all readings and other assignments prior to the start of each class session
- Coming to class with materials including textbooks and relevant materials from the class website
- Submitting all assignments prior to or on the assigned date and time

*Active participation does not include:*
- Sleeping in class
- Surfing the web, doing email, grading papers, writing lesson plans, and otherwise engaging in non-instructional activities during classtime.
- Holding conversations with your classmates during whole class instruction.
- Taking cell phone calls or texting during class
- Other off-task behaviors that are not relevant to instruction

Behaviors in the list above are not only non-indicators of participation, they are contra-indicators. That is, if you are doing those things, you are not participating in class. Students will fail to earn points for coming late, leaving early or non-engagement in the instructional activities during the time that they are in class. Repeated violations of these standards of deportment will be referred to the George Mason University Special Education Department faculty as evidence that the individual lacks the "disposition to be a teacher." Such a finding can result in dismissal from the education program.

**Late Work.**

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.**

**TaskStream Submission**
Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Functional Behavior Assessment and Behavior Intervention Plan 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**

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

**Assignments**

> **NCATE/TaskStream Assignments.**

### *Reading Case Study (35 points)*

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

| **Reading Case Study Rubric** | |
|---|---|
| Student Background ( *½ point each*)<br><br>     a.  Collect demographic and background information significant to:<br>           i.  Home life including cultural background<br>          ii.  School experience<br>        iii.  Development including physical, social and emotional<br>        iv.  Reading, writing, and language development background including special interventions and/or programs that have been tried previously<br><br>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). | /2 |
| Oral Language Development (*1 point each*)<br><br>     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.<br>     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.<br><br>This information can be obtained when gathering student background information, from observations while testing, and from the test results. | /2 |
| Assessment Administration and Report<br><br>Correctly administer and accurately score the assessments listed below, then analyze the results and present the findings.<br><br>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.<br><br>     1.  Jennings informal reading inventory (download from www.ablongman.com/jennings5e.),<br>     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)<br>     3.  Fry readability assessment (completed on a book that the student has been | |

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| assigned in school or is reading for pleasure) <br> 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.). <br>  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*) <br>   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. | /17 |
| Strengths and Needs <br><br> 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*) <br><br>   a. Decoding (and phonemic awareness if a concern) <br>   b. Fluency <br>   c. Vocabulary <br>   d. Comprehension (and vocabulary/strategy use if a concern) <br>  5. Spelling & Writing | /5 |
| Recommendations <br><br> Using the student background information, findings from the assessments described above, relevant student beahivor information, and your statements about the student's areas of strengths and needs, provide *a minimum of 3 evidence-based* recommendations for each of the following: <br><br>  1. Literacy instruction based on areas of weakness identified from your assessments (*2 points*) <br>  2. Classroom/testing recommendations (*2 points*) <br>  3. Home practice/reinforcement (*1 point*) <br>   i. Make sure that these recommendations are ones that a parent would realistically be able to implement. <br><br> *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 | /5 |
| Written Style <br><br>  1. Writing is free of spelling errors (*2 points*). | |

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| 2. Writing is free of grammatical errors (*2 points*). | /4 |
| Total | /35 |

**Common Assignments.**

2. *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.

| Timeline and Points Earned for Completion of the Phonics Self-Instruction Text | | | | | | |
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| 9/16: Pretest 1 point | 9/23: Part I 1 point | 10/7: Part II 1 point | 10/21: Parts III & IV 1 point each | 11/4: Parts V &VI 1 point each | 11/11: Parts VII & VIII 1 point each | 11/17: Posttest 1 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.**

*3. Fox Quiz (10 points)*

The multiple-choice Fox Quiz will cover the content of the Fox self-guided textbook. More information will be presented during the course and a review will be conducted prior to the quiz.

*4. Final Exam* **(***10 points)*

The final exam will include multiple-choice and application items and short-essay question that cover assigned readings and class lectures and will be modeled after the Reading for Virginia Educators (RVE) test. Study guide and practice items can be found at: http://www.ets.org/s/praxis/pdf/5306.pdf

**Other Assignments.**

*5. TTAC Language Modules I and II (10 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 <u>do</u> 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.

*6. Quizzes (12 points)*

There will be three announced quizzes and one un-announced quiz on the chapter readings throughout the course. Each quiz will be worth *3 points*. In order to be prepared for these short quizzes, you are encouraged to keep up with the reading and email the instructor with any questions prior to class. **Please be aware that you must be physically present to take the quizzes; they will not be emailed to you in the event of an absence nor will they be given to you upon your return unless you are in a true emergency situation, in which a makeup quiz may be offered at the discretion of the instructor.**

*7. In-Class Activities (13 points)*

Each night you will have an in-class activity that you will complete either individually or in a small group. At the end of the evening, you will submit these activities for grading. **Be aware that you must be physically present to participate in and earn points for the in-class activities. Points earned by your peers during your time of absence cannot be made up.**

**GRADING**

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| 1.  Self-paced Completion of Fox Text | 10 points |
| 2.  T/TAC Modules | 10 points |
| 3.  NCATE/TaskStream Assessment: Case Study | 35 points |
| 4.  Quizzes | 12 points |
| 5.  In Class Activities | 13 points |
| 6.  Fox Quiz | 10 points |
| 7.  Final Exam | 10 points |
| **TOTAL** | **100 POINTS** |

**Schedule**

**\*\*Starting September 9th, be sure to come to class prepared with the week's handouts electronically downloaded or as hard copies (whichever works best for you)!\*\***

| Date | Class Topic & Reading Assignments | Readings Due for this Class |
|---|---|---|
| 8/26 | • Scientifically Based Reading Instruction: The Five Areas of Reading\* (National Reading Panel, 2000)<br>• A Historical Perspective<br>• Knowledge and Skills teachers need to be effective literacy instructors | **READ:** *Put Reading First from the National Institute of Literacy K-3 (XV in customized text)* |
| 9/2 | LABOR DAY HOLIDAY: UNIVERSITY CLOSED | |
| 9/9 | • Course Overview<br>• Reading and the Brain<br>• An Introduction to Systematic, Explicit Reading Instruction<br>• Overview of Case Study (NCATE/TaskStream Signature Assignment) | **DUE: Student information sheet** |
| 9/16 | • Early Literacy (Concepts of Print, Phonological Awareness and Phonemic | **DUE: Fox Pretest** (you MUST bring your copy of the book in order to complete this and |

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| | Awareness)<br>• Rules, Forms, and Functions of Language (relevant vocabulary)<br>• Language Development<br><br>*In class activity: Completion of T/TAC Modules* | earn the points!)<br><br>**READ:** *Chapter 1 – Introduction to Systematic, Explicit Reading Instruction & Chapter 2 – Early Literacy* |
| 9/23 | • Collecting Diagnostic Information<br>• Obtaining Background Information<br>• Informal Reading Inventory (IRI)*<br>• Analyzing error patterns: Miscue Analysis*<br>• Text Readability (readability formulas)<br>• Spelling Assessment (DSA)<br><br>*In class activity: Miscue analysis practice and determining text readability* | **DUE: Fox Part I**<br><br>**READ:** *Chapter 6 – Obtaining Background Information & Chapter 7 – Using Informal Reading Inventory for Assessment*<br><br>Bring printout of IRI to class<br><br>Bring textbook or trade book that your target learner is reading to class. |
| 9/30 | • **Phonemic Awareness Instruction** (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes)*<br><br>*In-class reading:* McCarthy, P.A. (2008). Using sound boxes systematically to develop phonemic awareness. *The Reading Teacher, 62*(4), 346-349. | **READ:** Edelen-Smith, P.J. (1997). How now brown cow: Phoneme awareness activities for collaborative classrooms. *Intervention in School & Clinic, 33*, 103-111.<br><br>**And**<br><br>Flett, A., & Conderman, G. (2002). 20 ways to…promote phonemic awareness. *Intervention in School & Clinic, 37*(4), 242-245. |
| 10/7 | • Advanced Word Reading; **Phonics Instruction** (phoneme-grapheme correspondence; word analysis)* | **DUE***:* **Fox Part II**<br><br>**READ:** *Chapter 3 – Beginning Reading/Early Decoding & Chapter 4 – Advanced Word Reading* |
| 10/14 | NO Face-to-Face Class Meeting: Happy Columbus Day! | Administer assessments for case study |
| 10/21 | • **Vocabulary Instruction*** (mnemonics*, semantic maps*, word meaning sorts) | **DUE: Fox Parts III & IV**<br><br>**READ:** *Chapter 9 – Vocabulary Instruction* |
| 10/28 | • **Fluency Instruction*** (progress monitoring*)<br><br>*In-class reading:* Marcell, B. (2011). Putting fluency on a fitness plan: Building fluency's meaning making muscles. *The Reading* | **READ:** *Chapter 5 – Reading Fluency* |

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| | *Teacher, 65*(4), 242-249. | |
| 11/4 | • **Comprehension Instruction**\* (graphic organizers\*, questioning strategies\*, self monitoring/metacognition\*, direct/explicit comprehension instruction – think aloud\*) | **DUE: Fox Parts V & VI**<br><br>**READ:** *Chapter 10 – Comprehension* |
| 11/11 | • Nature and Organization of English orthography<br>• **Writing Instruction**<br><br>*In-class reading:* 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. | **DUE: Fox Parts VII & VIII**<br><br>**READ:** *Chapter 11 – Developmental Word Knowledge & Chapter 12 – Reading and Writing* |
| 11/18 | • Peer Review Workshop: Case Studies<br>• Review for Fox Quiz | **DUE: Fox Posttest** |
| 11/25 | • Literacy Instruction for Diverse Populations<br><br>• *In class activity: IRIS Module: Teaching English Language Learners: Effective Instructional Practices* | **DUE: Case Study (Submitted via email no later than 4:30)**<br><br><br>**READ:** *Chapter 13 – Literacy Instruction for Diverse Populations* |
| 12/2 | • Review for Final Exam<br>• Course Evaluations | |
| 12/9 | NO Face-to-Face Class Meeting | **Online Fox Quiz (Complete on Blackboard no later than 7:10 p.m.)** |
| 12/16 | **Final Exam: Please be Prompt to class** | |