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

Spring 2017
EDSE 503 001: Language Development and Reading
CRN: 11369, 3 – Credits

Instructor: Ms. Melissa Hughes	**Meeting Dates**: 01/23/17 – 05/17/17
Phone: 703-303-8562	**Meeting Day(s)**: Thursday
E-Mail: mhughesb@gmu.edu	**Meeting Time(s)**:4:30 pm - 7:10 pm
Office Hours: By Appointment	**Meeting Location**: Fairfax, KH-15
Office Location: Finley	**Other Phone**: N/A

Note: This syllabus may change according to class needs. Teacher Candidates/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.
Schedule Type: LEC
Hours of Lecture or Seminar per week: 3
Hours 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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip
Have you scheduled your RVE test? Students who need RVE for their program are encouraged to take it after completing the EDSE 503 course. Check your program plan or talk with your advisor to find out if you need RVE for your program.

Course Delivery Method
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

Learner Outcomes
Upon completion of this course, teacher candidates/students will be able to:

1. Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
2. Describe how stages of language development for typical teacher candidates/students and teacher candidates/students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities) impact reading and writing development of these teacher candidates/students.
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 teacher candidates/students with high-incidence disabilities and language differences of teacher candidates/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 teacher candidates/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 teacher candidates/students, and the design and delivery of a balanced approach for teacher candidates/students' specialized reading and writing instruction.
7. Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary teacher candidates/students with and without high-incidence disabilities.

Course Relationship 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

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 teacher candidates/students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for teacher candidates/students with disabilities.

Required Textbooks

Jennings, Caldwell & Lerner. (2013). *Reading Problems: Assessment & Teaching Strategies*, 7th edition, Pearson, ISBN 9780132837804

Berkeley & Barber. (2015). *Maximizing Effectiveness of Reading Comprehension Instruction in Diverse Classrooms*, 1st edition, Brookes Publishing, ISBN 9781598573060

Fox, B.J. (2010). *Phonics & Word Study for the Teacher of Reading*, Pearson, 11th edition, ISBN 9780132838092 (This is a workbook and will not be available in digital format. Student will need to purchase hard copy.)

Recommended Textbooks

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

Required Resources

National Reading Panel (2000). *Put reading first: The research building blocks for teaching children to read (3rd ed.).* Washington, DC: National Institute of Child Health and Human Development. https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf 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.

Additional Readings

Additional readings will be assigned by the professor and available on Blackboard as needed.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 503, the required PBA is Informal Reading Assessment & Educational Assessment Report Case Study. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments
   Performance-based Assessment (Tk20 submission required)

Informal Reading Assessment Administration and Educational Assessment Report (25 points)

This assignment will be modified for this course section as you will not have field placements. Further information will be given in class. 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 and intervention.

Reading Case Study Rubric	

Student Background (½ point each)
a.   Collect demographic and background information significant to:
     i.   Home life including cultural background
    ii.   School experience
   iii.   Development including physical, social and emotional
   iv.   Reading, writing, and language development background including special
       interventions and/or programs that have been tried previously
	/2

Reading Case Study Rubric	
Oral Language Development (*1 point each*) 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. 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. This information can be obtained when gathering student background information, from observations while testing, and from the test results.	/2

Assessment Administration and Report
Correctly administer and accurately score the assessments listed below, then analyze the results and present the findings.
 	
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.
 	
    1. Jennings informal reading inventory (download from www.ablongman.com/jennings5e.),
    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)
    3. Fry readability assessment (completed on a book that the student has been assigned in school or is reading for pleasure)
    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.).
      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*)
        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.
	/12

Reading Case Study Rubric	

Strengths and Needs
 	
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)*
 	
    a. Decoding (and phonemic awareness if a concern)
    b. Fluency
    c. Vocabulary
    d. Comprehension (and vocabulary/strategy use if a concern)
    5. Spelling & Writing
	/5

Recommendations
 	
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:**
 	
    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*)
       i. Make sure that these recommendations are ones that a parent would realistically be able to implement.
 	
*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
    1. Writing is free of spelling errors (*2 points*).
    2. Writing is free of grammatical errors (*2 points*).
	/4

Total	/30

College Wide Common Assessment (Tk20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required.)

1. 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 re-familiarize 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.
*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.

Timeline and Points Earned for Completion of the Phonics Self-Instruction Text								
2/2: Pretest 1 point	2/9: Part I 1 point	2/16: Part II 1 point	2/23: Part III 1 point	3/2: Part IV 1 point	3/9: Part V and Part VI 2 points	3/23: Part VII 1 point	3/30: Part VIII 1 point	4/6: Posttest 1 point

2. Fox Quiz (5 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.

3. Final Exam **(***5 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

4. T/TAC Language Modules Reflection (10 points)
You will complete two online language modules that can be accessed at http://ttaconline.org. The titles of the two modules are: *Oral Language Development, Language Foundations Part I, Oral Language Development, Typical Development Part II.*

For successful completion of this assignment, a certificate of completion should be printed after each module is finished. Additionally, you should write a 3-5 page reflective paper addressing the following components on both modules collectively:

a. Identify 3 new learning points that you gained from the module presentations and explain why you think it is important information for a teacher of language and reading.
b. Give at least 2 specific examples of how you could see yourself using your learning from the module in your current or future professional practice.

    c. What were some questions or ideas that were raised about language for you as you were completing these modules?

    d. Identify 2-3 specific areas in language development that you would like to explore further in the future and why they are of interest to you.

5. Reading Response Wiki (10 points)

A Wiki will be set up for each of you on Blackboard and you will be given a variety of prompts (questions, scenarios, etc.) to respond to as you complete the assigned readings for this course. You may find it helpful to preview the week's prompt as you prepare to read each week's assignments and then use them to guide your reading.

There will be a total of 7 reading response opportunities during the semester. You must respond to a minimum of 5 of the 7 prompts; each response is worth up to 2 points. You may choose to complete more than 5 of the prompts for up to 2 bonus points per response.

6. Group Presentation (15 points)

On the first night of class, we will form small groups and each group will be matched with an area of reading to focus on throughout the semester. The group will select 3 activities targeting their area of reading to present to the class. Your group will be responsible for delivering a 20-25 minute presentation to the class on an assigned night, which will coordinate with the topic of that evening's class. You will be given time to work on these presentations in class, but additional time outside of class may also be needed.

Your presentation should be active and engaging, while including:

    a. A definition of the chosen area of reading from the National Reading Panel's 2000 report and all terminology surrounding this area.

    b. Identification of skills underneath that particular area of reading and a description of the purpose of these skills to the overall successful reading process.

    c. A description of two to three activities which can be used to target this area of reading, which can be used easily with students with reading difficulties. Each activity needs to encompass at least one evidence-based practice for that area of reading.

    d. **Active demonstration of at least two of the activities for your designated area of reading is required**. Activities can take the form of innovative use of typical classroom materials, be centers based, or use technology through computer, iPad, or other technology device.

    e. A handout for the class of the most vital information on this area of reading for your peers (If you take any information directly from a specific source, you must cite it in your handout. Also, it is expected that while you will pull information from multiple sources, you will personalize the handout and make it your own, not just complete it as a "cut and paste."). **Note: This should NOT be a copy of your PowerPoint slides, if you choose to use PowerPoint for your presentation.**

f. At least one type of visual support (PowerPoint, etc.) to illustrate the major points of your presentation.
g. A bibliography (APA format) with at least three references.

Group Presentation Rubric

Component	Points
Definition: -Presentation includes a clear and accurate definition of the chosen area of reading.	/2
Commercial Reading Program: -Presentation includes a brief description of at least two commercial reading programs which address the chosen area of reading.	/2
Skills: -Presentation incorporates a thorough description of skills which should be addressed within this area of reading.	/3
Activities: -Presentation includes at least two activities which focus on this area of reading. -Group models at least two activities for the class	/3
Class Handout: -At least one clear and applicable handout is distributed to the class, which focuses on the topic area of reading and your recommended strategies. -Most essential information on the chosen area of reading is included. - Use graphics to enhance the handout's visual display of concepts. -Handouts show creativity and development of project as a group.	/2
Presentation: -Presentation includes at least one type of visual support (PowerPoint, SmartBoard, posters, etc.). -Visual support is easy to read and understand from all areas of the classroom. -Presentation is clear, accurate and no longer than 20-25 minutes. -All areas of the presentation are cohesive and not disjointed from each other. -Everyone has a clear and important role for the presentation.	/2
Bibliography: -At least three references (one may be the textbook) used in presentation. -Correct APA format	/1
TOTAL	/15

7. Class Attendance & Participation (20 points)
Each week you will have the opportunity to earn participation points based on your active participation throughout the class sessions as well as in-class activities that you will complete either individually or in a small group. You will be able to earn up to 2 points per class session (with the exception of the first and last nights*). If you attend and actively participate in all class sessions, you will earn two bonus points during the semester.

*NOTE: Taking the final exam during the last class session is required and points are earned for the exam; therefore, points are not awarded for attendance at the last class.

Participation considers the student's professional dispositions and level of engagement in class activities and includes but is not limited to:

~Arriving on time to class and staying for the duration
~Preparing in advance for the class by completing all assigned readings and tasks
~Contributing thoughtfully and fully to class activities and discussions without dominating the discourse
~Listening respectfully to the ideas of others
~Being a productive and cooperative participant in group work
~Being fully engaged throughout the class session (without any digital distractions or other off-task behaviors)

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.

Course Requirements	Points
1. Informal Reading Assessment Administration & Report	25 points
2. Self-paced Completion of Fox Text	10 points
3. Fox Quiz	5 points
4. Final Exam	5 points
5. T/TAC Modules Reflection	10 points
6. Reading Response Wiki	10 points
7. Group Presentations	15 points
8. Class Attendance & Participation	20 points
TOTAL	**100 points**

Course Policies and Expectations
    Attendance/Participation
Students are expected to attend all class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Students are expected to arrive on time and stay for the duration of class time. Attendance, timeliness, and professionally relevant, respectful and active participation are expected.

If you are not able to attend, 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 including assignment discussions/clarifications/explanations and assignments given and due. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content, and procedures/assignments, etc. 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. **Two or more absences will result in the final grade dropping by 10 points.**

*NOTE: 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.

Participation

You are expected to be present, prepared, and exhibit professional dispositions for each class session. Activities resulting in points toward your final grade will be completed during class sessions. Quality of product and completion of the activity within class will impact points earned. **Points missed due to absences during class activities will NOT be made up**.

Each week you will have the opportunity to earn participation points based on your active participation throughout the class sessions as well as in-class activities that you will complete either individually or in a small group. You will be able to earn up to 2 points per class session (with the exception of the first and last nights*). If you attend and actively participate in all class sessions, you will earn two bonus points during the semester.

Participation considers the student's professional dispositions and level of engagement in class activities and includes but is not limited to:

~Arriving on time to class and staying for the duration ~Preparing in advance for the class by completing all assigned readings and tasks ~Contributing thoughtfully and fully to class activities and discussions without dominating the discourse ~Listening respectfully to the ideas of others ~Being a productive and cooperative participant in group work ~Being fully engaged throughout the class session (without any digital distractions or other off- task behaviors)

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. NO POINTS will be awarded towards any assignments which are submitted 7 or more days past the due date.**

Grading Scale

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

Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work."** Work submitted must be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

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

Core Values Commitment
The College of Education and 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/

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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/).

- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Class Schedule
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Starting February 2nd, 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
1/26	- **Introductions and Icebreaker** - **Syllabus and Course Expectations** - **Group Formation and First Meeting** - **A Historical Perspective** o Scientifically Based Reading Instruction (National Reading Panel, 2000; NCLB, IDEA) Five Domains of Reading*	Read first half of *Put Reading First (Intro through Phonics)* https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf

Date	Class Topic & Reading Assignments	Readings Due for this Class
2/2	• • **Fox Pretest Review** • **Reading and the Brain** • **Students who Struggle with Language and Reading**	**Read**: second half of *Put Reading First (Fluency to End* *https://lincs.ed.gov/publications/pdf/PRF booklet.pdf* **Read**: Jennings Chapter 15 Berkeley Chapter 1 **DUE: Fox Pretest** (you MUST bring your copy of the book in order to complete this and earn the points!)
2/9	• **Language Development** • **Language & Literacy in the Preschool Years** o Emergent Reading • **Phonemic Awareness Instruction** (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes)*	**DUE: Fox Part I** *Pick one of the 5 areas of reading for group project. Come to next class ready to form groups.*
2/16	**No Face to Face Meeting** Online Class: T/TAC Modules. We will not meet in class. Be sure to have your certificate and write-up completed for the next class.	**Read: Case study Background Section**
2/23	• **Gathering Background Information** o Forms & Procedures for Obtaining Student Educational Histories • **Systematic and Explicit Reading Instruction** • **Curriculum Based Measurements**	**Language Modules Reflection & Certificates** **Read**: Jennings Chapter 3 **DUE: Fox Part II** **DUE:** Reading Response Wiki #1

3/2	• **Collecting Diagnostic Information**
	   o Informal Reading Inventory (IRI)*
	   o Running Records; Miscue Analysis*
	   o Selecting/evaluating text for diverse learners; readability
		Read: Jennings Chapter 5
		
		 DUE: Fox Part III
		
		 DUE: Reading Response Wiki #2

3/9	• **Advanced Word Reading Strategies** o Multisyllabic Phonics Strategies (phoneme-grapheme correspondence; word analysis)* • **Phonics Group Presentation**	**Read:** Jennings Chapter 8 **DUE: Fox Part IV** **DUE:** Reading Response Wiki #3

Date	Class Topic & Reading Assignments	Readings Due for this Class
3/16	**NO Face-to-Face Class Meeting: Spring Break**	
3/23	• **The Dimensions of Fluency** o Fluency Instruction* (progress monitoring*) o Accuracy, speed, and prosody • **Fluency Group Presentation**	**Read:** Jennings Chapter 9 **DUE:** Reading Response Wiki #4 **DUE:** Background section of Educational Assessment Report (by midnight)
3/30	• **Vocabulary Instruction*** o Mnemonics* o Semantic maps* o Word meaning sorts • **Vocabulary Group Presentation**	**Read:** Jennings Chapter 10 **DUE: Fox Part V & VI** **DUE:** Reading Response Wiki #5
4/6	• **Comprehension Instruction*** o Graphic organizers* o Questioning strategies* o Self monitoring/metacognition* o Direct/explicit comprehension instruction – think aloud* • **Comprehension Group Presentation**	**Read:** Jennings Chapters 11 & 12 **DUE: Fox Part VII** **DUE:** Reading Response Wiki #6
4/13	• **Writing Instruction in the Inclusive Classroom** o Nature and Organization of English orthography o Spelling Assessment • Writing Instruction • Spelling Assessment (DSA) • **Writing and Spelling Group Presentation**	**Read:** Jennings Chapter 13 **DUE: Fox Part VIII** **DUE:** Reading Response Wiki #7
4/20	• **Literacy & Diversity** o First Language Interference in Speech and Writing for English Language Learners • **Effective Intervention Programs** • Case Study Peer Review • Course Evaluations • Review for Final Exam	**Read:** Jennings Chapter 14 **DUE: Fox Posttest**
4/27	**NO Face-to-Face Class Meeting:** **DUE: Educational Assessment Report (by midnight)**	
5/4	**NO Face-to-Face Class Meeting: Reading Day**	
5/11	**Final Exam: Please be Prompt to Class**	

Assessment Rubric(s)

Reading Case Study Rubric	

Student Background (½ point each)
 d. Collect demographic and background information significant to:
     i. Home life including cultural background
     ii. School experience
     iii. Development including physical, social and emotional
     iv. Reading, writing, and language development background including special interventions and/or programs that have been tried previously
	/2

Oral Language Development (1 point each) e. 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. f. 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. This information can be obtained when gathering student background information, from observations while testing, and from the test results.	/2

Assessment Administration and Report
Correctly administer and accurately score the assessments listed below, then analyze the results and present the findings.
 	
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.
 	
     6. Jennings informal reading inventory (download from www.ablongman.com/jennings5e.),
     7. 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)
     8. Fry readability assessment (completed on a book that the student has been assigned in school or is reading for pleasure)
     9. 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.).
       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*)
         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.
	/12

Strengths and Needs
 	
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)*
 	
     e. Decoding (and phonemic awareness if a concern)
     f. Fluency
     g. Vocabulary
     h. Comprehension (and vocabulary/strategy use if a concern)
     10. Spelling & Writing
	/5

Recommendations
 	
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:**
 	
    4. Literacy instruction based on areas of weakness identified from your assessments (*2 points*)
    5. Classroom/testing recommendations (*2 points*)
    6. Home practice/reinforcement (*1 point*)
       i. Make sure that these recommendations are ones that a parent would realistically be able to implement.
 	
*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
    3. Writing is free of spelling errors (*2 points*).
    4. Writing is free of grammatical errors (*2 points*).
	/4

Total	/30