

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-74d.	AP-4/12/11	App-4/19/11

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Dr. Susie Fello	Email Address sfello@iup.edu
Proposing Department/Unit Professional Studies in Education	Phone 724-357-2047

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)		
<input type="checkbox"/> New Course	<input checked="" type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input checked="" type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input checked="" type="checkbox"/> Catalog Description Change
ELED 422 Diagnostic & Remedial Reading		MIDL 422 Diagnostic and Remedial Reading
<u>Current Course prefix, number and full title</u>		<u>Proposed course prefix, number and full title, if changing</u>
2. Additional Course Designations: check if appropriate		
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)	
<input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals		
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> Other
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track	<input type="checkbox"/> Catalog Description Change
<input type="checkbox"/> Program Revision		
<u>Current program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Mary Anne Hornbake</i>	1/22/11
Department Chair(s)	<i>Jennifer Rotigel</i>	2/4/11
College Curriculum Committee Chair	<i>Joseph Domarucki TECC</i>	3.11.11
College Dean	<i>Mary Ann Rafath</i>	3.3.11
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	4/12/11

Received
 MAR 8 2011
Liberal Studies

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Part II. Description of Curricular Change

ELED 422 Diagnostic and Remedial Reading Former program	MIDL 422 Diagnostic and Remedial Reading Middle Level Education program
Former description: Causes of reading disability; methods of diagnosis; procedures and materials for remedial work, group and individual	Proposed description: Designed to help educators identify causes of reading disability in middle level learners. Methods of diagnosis, procedures, and materials for remedial work with students. Strategies to improve students' content acquisition will be included through both group and individual remediation.
Former Objectives:	Proposed objectives:
The objectives of the course have not changed.	The objectives of the course have been revised to include "middle level learners" and grades 4-8" as the grade level of focus. The objectives now align with PDE Guidelines for Middle Level Education.
Former content of the course:	Proposed content of the course:
The content of the course focused on causes of reading disability and possible remediation. Various assessments were investigated.	The content of the course focuses on causes of reading disability and possible remediation for middle level learners in grades 4-8. The assessments tools will be those used for readers in grades 4-8.

1. Syllabus of Record

I. Catalog Description

MIDL 422 Diagnostic and Remedial Reading 3c-0l-3cr

Prerequisite: MIDL 222

Designed to help educators identify causes of reading disability in middle level learners. Methods of diagnosis, procedures, and materials for remedial work with students. Strategies to improve students' content acquisition will be included through both group and individual remediation.

II. Course Objectives:

Upon successful completion of this course, the students will:

1. examine theories and principles in the diagnosis and correction of reading difficulties and apply that understanding to structure a developmentally- appropriate diagnostic and corrective program for middle level learners.(PDE: IIA.1, IIA.4, IIA.5; NMSA:2, 3, 5, 6)
2. select and use a variety of formal and informal assessments for the purpose of diagnosing learners' specific strengths and needs in reading. (PDE: IIA.1, IIA.3, IIA.4, IIA.5, IIA.6; NMSA: 2, 3, 4, 5, 6)
3. analyze results from formal and informal reading assessments in order to drive instruction and meet the special and diverse needs for all middle level learners.(PDE: IIA. 5, IIA.6; NMSA: 3, 4, 5)
4. modify and adapt traditional instructional strategies and techniques to meet the special needs for students of differing ages, abilities, and cultures. (PDE: IB.2,IIE.2, IE.7IA.5, NMSA: 3, 4, 5, 6)
5. examine various assessment and instructional materials including those related to technology and software programs that are available to assist the classroom teacher in the diagnosis and correction of students' reading. (PDE: IF.1, IF.2, IF.8, IF.9;NMSA: 2, 3, 5, 7)
6. use oral and written communication skills to effectively communicate children's progress to peers, students, parents, and the community. (PDE: IA.8, IB.4,IH.1, IH.3, IH.4; NMSA: 6, 7)
7. become familiar with the International Reading Association (IRA), as well as national, state, and local standards for literacy development in order to enhance professional development in reading instruction and assessment for middle level learners. (PDE: IH.1, IH.2, IH.4; NMSA: 6,7)

Key assessments: Informal Reading Inventory Case report
Analysis paper of standardized test results
Student Outcomes Matrix

College of Education and Educational Technology	Course Objective	NMSA Standards	IRA Standards	PDE Standards for Middle Level	Assignments
Planning and Preparation	1	2, 3, 5, 6	1, 2	IA.1 IIA. 3, IE.1, IE.2, IE.5, IE.10	Quiz
Planning and Preparation Instruction	2	2, 3, 4, 5, 6	1, 2, 3	IE.1, IE.2, IE.3, IE.8, IF.1, IIA.4, III.A, III.B	Review of informal/formal tests
Classroom Environment Instruction	3	3, 4, 5	2, 3, 4	IA.2, IA.6, IIA.1,IIA.3, IE.1, IE.3, IE.5, IE.8, IE.10	Key assessment: Analysis paper of standardized test results
Classroom	4	2, 3, 4, 5, 7	2, 3, 4	IF.1, IF.2,	Group

Environment Instruction Professionalism				IF.3, IF.8, IF.9	investigation of remediation strategies
Planning and Preparation Classroom Environment Professionalism	5	1, 2, 3, 4, 5, 6, 7	4, 5	IIA.3, IB.1, IB.2, IE.1, IE.2, IE.11	Midterm
Planning and Preparation Classroom Environment Instruction	6	2, 3, 4, 5, 6, 7	3, 4	IA.6, IC.2, IC.4, IE.1, IE.2, IF.6, IH.5, IH.6, IIA.5, III.C, III.D, III.E	Key assessment: Informal Reading Inventory Case report
Instruction Professionalism	7	2, 3, 4, 5, 6, 7	5	IA.6, IA.8, IB.4, IC.2, IC.4, IE.1, IE.2, IE.7, IE.8	Quiz

III. Detailed Course Outline

Date(s)	Preparation/ Reading Assignment	Course Outline Topic(s)- May vary to meet students' needs	Other Assignment(s) Due
Week One	Chapter One	Forming a personal philosophy about literacy assessment and intervention	Reflection piece
Week Two	Chapter Two	Constructing a literacy event- Determining three reading levels	
Week Three	Chapter Three	Formal Assessments- standardized instruments <ul style="list-style-type: none"> • Individual and group IQ tests • Achievement tests • Diagnostic tests 	Analysis of one formal standardized assessment- rubric for paper shared in class
Week Four		Informal Assessments: cloze, maze, running records, miscue analysis, rubrics, portfolios	Identification of nine informal assessments
Week Five	Chapter Four	Benefits of tutoring: certified, coaches, cross-age tutors	Select IRI materials for grade levels
Week Six	Chapter Five	Intervention strategies for remedial readers	Quiz
Week Seven	Chapter Six and Seven	Identifying reading difficulties in middle level learners- Intervention strategies	

Week Eight		The Four Cueing systems- Use of context clues for semantics	Midterm test- 50 points
Week Nine	Chapter Eight	Vocabulary for struggling readers- Assessment and Intervention	
Week Ten	Chapter 9	Components of reading comprehension Before-During-After- Narrative text in the middle grades	Submit informal reading inventory case report
Week Eleven	Chapter 10	Components of reading comprehension Before-During-After- Expository text in the middle grades	
Week Twelve	Chapter 11	How does fluency impact middle level students' comprehension	Quiz
Week Thirteen	Chapter 12	Spelling and writing in the Middle Level classroom- Methods of assessment	
Week Fourteen	Chapter 13	Teachers and Caregivers as partners Parent involvement makes a difference	
Week Fifteen		Final exam	Final exam- 50 points

IV. Evaluation Methods:

- The core assignments listed below are designed to assess students' content knowledge and application skills from the course content. Actual point value may vary.
- Exam 1(midterm) 50 points
- Quizzes (2-worth 20 points each) 40 points
- IRI case report 40 points
- Analysis Paper 30 points
- Effective Participation/Preparation 20 points
- Final Exam 50 points

Total Points for Course 230 points

V. Example Grading Scale

Final grades will be determined by calculating the number of points earned divided by the total number of points possible. This percentage equates to the following grades:

92-100% A 84-91% B 75-83% C 65-74% D Below 65% F

VI. Undergraduate Course Attendance Policy:

The university expects all students to attend class. This course adheres to the University Policy. Two class absences are allowed, without penalty, since it is a three-credit course. All other absences will affect one's participation points. Students should exhibit proper behavior and demonstrate respectfulness as characteristic of professionals. Professional conduct includes refraining from using cell phones during class sessions.

VII. Required textbook:

DeVries, B. (2009). *Literacy Assessment and Intervention for the Classroom*. AZ: Holcomb Hathaway Publishers. ISBN 1-890871-53-2

Silvaroli, N.J. and Wheelock, W.H. (2001). *Classroom Reading Inventory*. NY: McGraw Hill. (most accurate informal reading inventory)

VIII. Special Resource Requirements: Articles from *The Reading Teacher*, the professional journal published by the International Reading Association, will be included with current publication dates.

IX. Bibliography:

Academic standards for reading, writing, speaking, and listening. (n.d.). Harrisburg, PA: Pennsylvania Department of Education. Available: <http://www.pde.state.pa.us/k12/lib/k12/Reading.pdf>

Block, C. C., & Pressley, M. (Eds.). (2002). *Comprehension instruction: Research-based best practices*. New York: The Guilford Press.

Brozo, W. G., Flynt, E. S. (2007). Content literacy: Fundamental toolkit elements. *Reading Teacher*, 61(2), 192-194.

*Burns, M. S., Griffin, P., & Snow, C. (Eds.). (1999). *Starting out right: A guide to promoting children's reading success*. Washington, DC: National Academy Press.

Cain, K. (2007). Deriving word meanings from context: does explanation facilitate contextual analysis. *Journal of Research in Reading*, 30(4), 347-359.

Carr, J. F., & Harris, D. E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Clay, M. M. (2000). *Running records for classroom teachers*. Portsmouth, NH: Heinemann.

Dymock, S. (2007). Comprehension strategy instruction: Teaching narrative text structure awareness. *Reading Teacher*, 61(2), 161-167.

*Farstrup, A. E., & Samuels, S. J. (2002). *What research has to say about reading instruction* (3rd Ed.). Newark, DE: International Reading Association.

Flynt, E. S., & Brozo, W. G. (2008). Developing academic language: Got words? *Reading Teacher* 61(6), 500-502.

- Goodyear, P., & Zenios, M. (2007). Discussion, collaborative knowledge work and epistemic fluency. *British Journal of Educational Studies*, 55(4), 351-368.
- Greenwood, S. C., & Flanigan, K. (2007). Overlapping vocabulary and comprehension: Contexts clues complement semantic gradients. *Reading Teacher*, 61(3), 249-254.
- *Guthrie, J. T., McRae, A., & Lutz Klauda, S. (2007). Contributions of concept-oriented reading instruction to knowledge about interventions for motivations in reading. *Educational Psychologist*, 42(4), 237-250.
- Harp, B., & Brewer, J. (2005). *The informed reading teacher: Research-based practice*. Upper Saddle River, NJ: Pearson Education.
- Harvey, S., & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. Portland, ME: Stenhouse Publishers.
- Holdaway, D. (1979). *The foundations of literacy*. New York: Ashton Scholastic.
- Hsi, S. (2007). Conceptualizing learning from the everyday activities of digital kids. *International Journal of Science Education*, 29(12), 1509-1529.
- Jalongo, M. R. (2004). *Young children and picture books* (2nd ed.). Washington, DC: National Association for the Education of Young Children.
- Kelin, D. (2007). The perspective from within: Drama and children's literature. *Early Childhood Education Journal*, 35(3), 277-284.
- *Macrine, S. L., & Sabbatino, E. D. (2008). Dynamic assessment and remediation approach: Using the DARA approach to assist struggling readers. *Reading & Writing Quarterly*, 24(1), 52-76.
- *Manyak, P. C. (2007). A framework for robust literacy instruction for English language learners. *Reading Teacher*, 61(2), 197-199.
- Morrow, L. M., Gambrell, L. B., & Pressley, M. (2003). *Best practices in literacy instruction* (2nd ed.). New York: The Guilford Press.
- National Reading Panel (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institutes of Health.
- Nations, S., & Alonso, M. (2001). *Primary literacy centers: Making reading and writing STICK!* Gainesville, FL: Maupin House.

- O'Connor, R. E., White, A., & Lee S. H. (2007). Repeated reading versus continuous reading: Influences on reading fluency and comprehension. *Exceptional Children*, 74(1), 31-46.
- Rasinski, T. V., & Hoffman, J. V. (2003). Oral reading in the school literacy curriculum. *Reading Research Quarterly*, 38(4), 510-522.
- Reis, S. M., McCoach, D. B., Coyne, M., Schreiber, F. J., Eckert, R. D., Gubbins, E. J. (2007). Using planned enrichment strategies with direct instruction to improve reading fluency, comprehension, and attitude toward reading: An evidence-based study. *Elementary School Journal*, 108(1), 3-23.
- *Rhodes, J. A., & Milby, T. M. (2007). Teacher-created electronic books: Integrating technology to support readers with disabilities. *Reading Teacher*, 61(3), 255-259.
- Santoro, L. E., Chard, D. J., & Howard, L. (2008). Making the “very” most of classroom read-alouds to promote comprehension and vocabulary. *Reading Teacher*, 61(5), 396-408.
- Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- *Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Trudel, H. (2007). Making data-driven decisions: Silent reading. *The Reading Teacher*, 61(4), 308-315.
- Trussell, R. P. (2008). Classroom universals to prevent problem behaviors. *Intervention in School & Clinic*, 43(3), 179-185.
- Vacca, R. & Vacca, J. (2009). *Reading in the Content Areas: Literacy and Learning Across the Curriculum*. Boston, MA: Pearson Education
- Vadasy, P. F., Sanders, E. A., & Tudor, S. (2007). Effectiveness of paraeducator-supplemented individual instruction: Beyond basic decoding skills. *Journal of Learning Disabilities*, Woods, C. (2007). Researching and developing interdisciplinary teaching: towards a conceptual framework for classroom communication. *Higher Education*, 54(6), 853-866.
- *Zhihui F. (2008). Going beyond the fab five: Helping students cope with the unique linguistic challenges of expository reading in intermediate grades. *Journal of Adolescent & Adult Literacy*, 51(6), 476-487.

All bibliography items that have an asterisk refer to readings to assist pre-service teachers with instruction of students with special needs and ELL students.



ELED 422 Diagnostic and Remedial Reading

Instructor: Dr. Kelli Reefer Paquette
Office: Professional Studies in Education
Indiana University of Pennsylvania
327 Davis Hall, Indiana, PA 15705

Term: Spring, 2006
CCAC - Thursdays
Times: 11:00 AM - 2:00 PM

Office Hours: As posted or by appointment

Methods of Contact:

Office: (724) 357-4734
Department: (724) 357-2400 (Leave a message)
Home: (724) 465-5202 (Before 8:00 PM)
E-Mail: kpaquett@iup.edu

Required Texts:

Clay, M.M. (2000). *Running records for classroom teachers*. Portsmouth, NH: Heinemann.
Gunning, T.G. (2006). *Assessing and correcting reading and writing difficulties*. (3rd ed.). Boston, MA: Pearson.
Silvaroli, N.J. and Wheelock, W.H. (2001). *Classroom Reading Inventory*. NY: McGraw Hill.
Articles from *The Reading Teacher*, the professional journal published by the International Reading Association.

Course Description:

3 cr. Prerequisite: ELED 222

Causes of reading disability; methods of diagnosis; procedures and materials for remedial work, group and individual

Course Objectives:

Upon successful completion of this course, the student will be able to:

- Examine theories and principles in the diagnosis and correction of reading difficulties. Apply that understanding to structure a developmentally appropriate diagnostic and corrective program within the elementary classroom.
- Select and use a variety of formal and informal assessments for the purpose of diagnosing children's specific strengths and needs in reading.
- Analyze results from formal and informal reading assessments in order to inform instruction and meet the special and diverse needs for all children.
- Modify and adapt traditional instructional strategies and techniques to meet the special needs for children of differing ages, abilities, and cultures.
- Examine various assessment and instructional materials including those related to technology and software programs that are available to assist the classroom teacher in the diagnosis and correction of students' reading.

- Use one's communication skills effectively and in a variety of roles, including communication to peers, students, parents, and the community.
- Develop an understanding of the International Reading Association (IRA), national, state, and local standards for literacy development in order to self-monitor one's effectiveness as a teacher, influence on students, and professional development in this area.

Student Outcomes Matrix

COE-ET Conceptual Framework	INTASC Principles	ACEI Standards	NAEYC Standards	Course Objective	Course Assessment Measuring Objective
Professional Responsibilities, Planning and Preparation, Instruction, Classroom Environment	1, 2, 3, 4, 6	1, 2b, 2f, 2i, 3a, 3e	1a-1c, 3a-3c, 4a-4d, 5	1	Class Participation, Exams, Instructional Strategy Presentations, Informal Reading Inventory*
Professional Responsibilities, Planning and Preparation,	8	1 and 4	3a-3d	2	Class Participation, Exams, Instructional Strategy Presentations, Informal Reading Inventory*
Professional Responsibilities, Planning and Preparation, Instruction	2, 3, 4, 6, 8	1, 3a, 3b, 4	3a-3d, 4a-4d	3	Class Participation, Exams, Informal Reading Inventory*
Professional Responsibilities, Planning and Preparation, Instruction, Classroom Environment	1, 2, 3, 4, 5, 6	1, 2a, 2b, 2f, 2i, 3a-3e	4b-4d	4	Class Participation, Exams, Instructional Strategy Presentations
Planning and Preparation, Instruction,	3, 5, 6	3d and 3e	3a-3c, 4b-4d	5	Class Participation, Exams, Instructional Strategy Presentations, Informal Reading Inventory*
Professional Responsibilities, Classroom Environment	1, 5, 6, 10	2b, 3e, 5c, 5d	2 and 5	6	Instructional Strategy Presentations
Professional Responsibilities	9	2a, 5a, 5b, 5d	5	7	Class Participation, Exams

***Product chosen for aggregation – “Common Course Project”**

General Course Policies

Attendance: Class attendance is extremely important. The diagnostic and corrective reading procedures and experiences performed in class will be valuable to complete course requirements and prepare you for student teaching/teaching experiences. In order to have a successful and meaningful learning experience, student involvement is essential and can not be “made-up.” Attendance will be taken in every class. When a doctor’s excuse for the IUP-enrolled student is provided, an absence will be excused. Percentage points will be deducted if/when students are **late or absent**. If the majority of the enrolled students consistently miss class, then unannounced quizzes will be given and applied to the course grade. If you are not present on a day when a point-earning activity is done, only a medical excuse for illness will be acceptable and adaptations will be made for making up the work.

Preparation for class, class attendance, and class participation are imperative for mastery of course content. All assignments must be presented on the dates indicated and must reflect the professional quality expected of graduate students. **You may not use assignments from other classes to meet the requirements of this course.**

Reconstruction of Missed Class (Due to Absence or Tardiness):

In the event that a class is missed and the student wants to earn partial credit, he/she will read the material shared in the class, discuss the class with a classmate, obtain notes, and prepare a short paper to be submitted to the professor that demonstrates an understanding of the material covered. The assignment will serve as an alternate method for the student to participate in the material presented during that class session. The paper must be submitted at the next class meeting. Failure to submit the paper will result in a decreased participation portion of your total grade. Class attendance and active in-class participation is worth 10 percent of your total grade.

The required make-up paper must be typewritten; double spaced, and must contain the following in sections with headings:

- Summary of all readings that were required for the missed class.
- Summary of the missed lecture gained through consultation with peers.
- Summary of small and large group discussions in the missed class, gained through consultation with peers in class.
- Summary of any films or other media. Arrangements should be made to view the films or other media presentations if at all possible.
- Concluding summary of what was missed in terms of readings, topics, and activities.

Weather-Related Class Cancellation: In the event that inclement weather impedes our ability to meet as a class, students will be contacted, via e-mail, verifying class cancellation. A phone tree is another alternative method that can be employed if the class desires to do so. Alternate assignments will be e-mailed to you.

Academic Integrity: All students enrolled in this course are expected to accept the responsibility for academic integrity and honesty. Therefore, the instructor will follow the policies and procedures established to preserve the values of the university community, while also protect the rights of students who allegedly violate these policies. Types of violations of academic integrity and options to resolve the alleged violations are defined and described, respectively, in the Undergraduate Catalog.

- Assignments must be the student's work.
- Resources and reference materials must be documented.
- Assignments prepared for other courses cannot be used to meet requirements for this course.

Grading: Grading will be determined by your efforts on exams, assignments, and in-class activities. This multiple assessment criteria will indicate your knowledge, skill in application, and attitude/disposition relative to the coursework. A numerical value will be given to these (when applicable), totaled, averaged, and converted to a percentage. The final grade will be determined using the following scale:

93% - 100%	=	A
85% - 92%	=	B
77% - 84%	=	C
69% - 76%	=	D
<68%	=	F

Exams: The exams will contain true/false, multiple choice, matching, and/or brief essay questions developed directly from class presentations, the course required text, and handouts. The final exam will not be comprehensive. Only when a doctor's excuse is provided will alternative examination date be authorized.

Assignments: Class assignments are due during the class period on the assigned dates. Grades on late assignments will be reduced by one letter grade for each calendar day they are late. Assignments must be typed, unless otherwise specified. Assignments prepared for other courses can not be used to meet the requirements for this course. Do not e-mail assignments to the instructor. The assignments will provide resources/references for you to use in future teaching and broaden your knowledge and understanding of Reading Diagnosis and Remediation. Specific details for each assignment will be provided in class. Several assignments relative to the session's topic will be completed individually, with a partner, or in a small group during class.

Class Participation – 10% of final grade – Class participation will include attendance, participation in class discussions and in-class activities, professionalism (timeliness, conduct and effort). Your participation in course activities and discussion will be annotated and included in the tabulation of your final grade for the course. **Please bring your textbook(s) to class each week.**

Written Exams – 45% of the final grade or 15% for each exam - Complete three (3) written exams during the semester.

Instructional Strategy Presentation – 10% of the final grade – Select an instructional strategy that can be implemented to help students read and understand text. Topics will be provided by the instructor. Demonstrate the strategy and describe a functional, meaningful assessment based on the objective for using the strategy. Provide hand-out information to all of your classmates and the instructor and use appropriate visual aids for the presentation. Be prepared to field questions from the audience. The presentation should be not less than 15 minutes in length. The presentation format and criteria for evaluation will be provided.

Instructional Strategy Presentation Assessment – 5% - Assessment questions will be written from the documentation provided by each student.

Informal Reading Inventory – 25% of the final grade - Administer an Informal Reading Inventory (IRI) to an elementary student. Determine the student’s reading levels. Demonstrate a miscue analysis derived from the student’s oral reading on his/her Instructional Level. Based on the assessment results, provide a written summary of the reader’s strengths and weaknesses. In addition, recommend and describe instructional strategies that can be implemented to meet this student’s needs in reading. A tape from the IRI administration session must be submitted with the written assignment so that I can hear you administering the test. This assignment has been identified to be included in your electronic portfolio.

Summary of Assignments and Weighted Value


Written Examinations	45% (3 tests; 15% each)
Informal Reading Inventory.....	25%
Instructional Strategy Presentation.....	10%
Class Participation.....	10%
Instructional Strategy Assessment.....	5%

Course Calendar

The following topics are approximate and subject to modification:

Week 1 **Course Introduction; Literacy Difficulties** (Chapter 1)
 (Jan. 19) **Strategies Assignments; Basic Concepts and Definitions in Reading;**
 Part-to-Whole; Whole-Part; Interactive Approaches; Stages of Reading
 Development; Principles of Corrective Instruction

Week 2 **Factors Involved in Reading & Writing Difficulties** (Chapter 2)
 (Jan. 26) Cognitive, Language, Physical. Social, Emotional, Family,
 Economic Factors; Visual Processing Deficits
Assessment of Cognitive, School, and Home Factors (Chapter 6)
 Intelligence Tests; Assessment of Memory; Associative Word Learning

<u>Week 3</u> (Feb. 2)	Emergent Literacy & Early Intervention Programs (Chapter 7) Preventive Programs; Concepts about Print; Shared Reading; Concept of Separate Words; Language-Experience Approach; Phonological Awareness; Word Analysis Strategies: Blending and Segmenting Teaching Activities and List, Group, Label
<u>Week 4</u> (Feb. 9)	Teaching Phonics, High-Frequency Words & Fluency (Chapt.8) Phonics and the Poor Reader; Phases in Learning to Read Words; Principles and Approaches to Teaching Phonics; Methods to Teach High-Frequency Words; Fluency Development Activities – Wide, Repeated, Buddy, Choral, Paired, Alternate, Performance Reading. Strategies: Choral Reading and Repeated Readings
<u>Week 5</u> (Feb. 16)	Syllabic, Morphemic, and Contextual Analysis (Chapter 9) Pattern Approach to Syllabication; Teaching Morphemic Elements; Using Context; Dictionary Skills Strategies: Structural Analysis Decoding “Big” Words and Story Retelling; (Test on Chapters 1, 2, 6, 7, 8)
<u>Week 6</u> (Feb. 23)	Building Vocabulary (Chapter 10); Stages of Word Learning; Principles of Vocabulary Instruction; Semantic Mapping; Semantic Feature Analysis; Venn Diagrams; Predict-O-Grams; Simulation; Word Sorts; Vocabulary Self- Collection Strategy Strategies: Word Sorts and Key Word Approach
<u>Week 7</u> (Mar. 2)	Building Comprehension (Chapter 11) Schema Theory; Central Role of Metacognition; Numerous Pre- Reading, During Reading, and Post-Reading Strategies; Role of Modeling; Accountable Talk; Questions. Strategies: Anticipation Guide and QAR
<u>Week 8</u> (Mar. 9)	Overview of Assessment (Chapter 3) Dynamic and Authentic Assessments; Evaluating Assessment Devices (Reliability, Validity, Standard Error of Measurement); High-Stakes Tests Strategies: Semantic Feature Analysis and Story Impressions
Mar.16	Spring Break 

Week 9
(Mar. 23) **Placing Students and Monitoring Progress (Chapter 4)**
Administering and Interpreting Informal Reading Inventories;
Commercial Inventories; Word-List Tests; Miscue Analysis;
Administering and Interpreting Running Records; Monitoring
Progress
**Strategies: Blending and Segmenting Teaching Activities and Making
Words**

Week 10
(Mar. 30) **Assessment of Reading and Writing Processes (Chapter 5)**
Decoding; Comprehension; Study Skills, Vocabulary, Writing,
Spelling, Handwriting **More Running Records!**
(Test on Chapters 9, 10, 11, 3, 4)
Strategies: Selective Reading Guide and Writing Summaries

Week 11
(April 6) **Reading to Learn & Remember in Content Areas (Chapter 12)**
Framework for Teaching Content-Area Reading; Narrative and
Expository Text Structures; Strategies; Study Habits; Test
Preparation **More Running Records!**
Strategies: Reciprocal Teaching ReQuest and Three-Level Guide

Week 12
(April 13) **Building Writing Strategies (Chapter 13); Severe Problem
Cases, Students Acquiring English, & Older Students (Ch. 14)**
The Writing Process; Writing Workshop; CRISS Writing
Strategies; Spelling; Special Comprehension Strategies for
Bilingual Readers **More Running Records!**
Strategies: Knowledge Ratings and VAKT AND Frayer Model

Week 13
(April 20) **Organization of Early Intervention & Corrective Programs
(Chapter 15); (Test on Chapters, 5, 12, 14)**
Strategies: It Says-I Say-And So, Imaging, and Paragraph Frames

Week 14
(Apr. 27) **Research**

May 4th – Week of Final Examinations; **Final: Strategy Presentation Assessment;
Informal Reading Inventory Projects are due**

ELED 422 Diagnostic and Remedial Reading Strategy Presentation Evaluative Rating Scale

Name: _____

Date: _____

Rating Scale: Objective attained at a Very High Level (4); High Level (3); Moderate Level (2); or Low Level (1); Non-Existent (0)

CONTENT

Relevant and accurate information was provided.
4 3 2 1 0

Instructional delivery was well-designed.
4 3 2 1 0

ORGANIZATION

Content was delivered in a focused and sequential manner.
4 3 2 1 0

MATERIALS

Visual aids were neatly and creatively developed and used.
4 3 2 1 0

Handout was well-developed, accurate, and free of conventional errors.
4 3 2 1 0

PRESENTATION

Presenter's oral speaking skills were articulate, audible, and free of grammatical errors.
4 3 2 1 0

Presenter demonstrated preparation, excellent eye contact, interest, and poise.
4 3 2 1 0

Audience questions were answered accurately.
4 3 2 1 0

TOTAL: _____

ELED 422 Diagnostic and Remedial Reading: Administration and Analysis of an Informal Reading Inventory Evaluative Rating Scale

Name: _____

Date: _____

Rating Scale: Objective attained at a Very High Level (4); High Level (3); Moderate Level (2); or Low Level (1); Non-Existent (0)

IRI Administration

Rapport was established appropriately and effectively. 4 3 2 1 0

Word List Starting point was selected distinctly and accurately. 4 3 2 1 0

Discontinuing point was determined accurately. 4 3 2 1 0

Directions were given clearly and accurately. 4 3 2 1 0

Oral Reading Starting point was selected distinctly and accurately. 4 3 2 1 0

Discontinuing point was determined accurately. 4 3 2 1 0

Directions were given clearly and accurately. 4 3 2 1 0

IRI Markings and Scoring

Word List Markings were applied distinctly and accurately. 4 3 2 1 0

Scores were derived accurately. 4 3 2 1 0

Oral Reading Markings were applied distinctly and accurately. 4 3 2 1 0

Scores were derived accurately. 4 3 2 1 0

IRI Analysis

Diagnostic data was in-depth and accurate. Diagnostic information of independent, instructional, and frustration levels were derived accurately. 4 3 2 1 0

Miscue analysis was accurately described. 4 3 2 1 0

Insightful, specific, and varied corrective instructional strategies were identified. 4 3 2 1 0

Quality of Writing

Organization Writing is focused and ideas are clearly described. 4 3 2 1 0

Conventions Writing demonstrates mastery of writing conventions, i.e., structure, spelling, grammar, usage. 4 3 2 1 0

Total score: _____/64
Percentage: _____

**RECOMMENDED READINGS
DIAGNOSTIC AND REMEDIAL READING (ELED 422)**

- Applegate, M.D., Quinn, K.B. & Applegate, A. J. (2004). *The critical reading inventory: Assessing students' reading and thinking*. Upper Saddle River, NJ: Pearson Education, Inc.
- Askew, B.J. & Fountas, I.C. (1998). Building an early reading processes: Active from the start! *The Reading Teacher*, 52, 126-130.
- Burns, P.C. & Roe, B.D. (1999). *Informal reading inventory: Preprimer to twelfth grade*. Boston: Houghton Mifflin Co.
- Clay, M.M. (1993). *An observation survey: of early literacy achievement*. Portsmouth, NH: Heinemann Education.
- Clay, M.M. (1991). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann Education.
- Clay, M.M. (1993). *Reading recovery: A guidebook for teachers in training*. Portsmouth, NH: Heinemann Education.
- Crawley, S.J. & Merritt, K. (2004). *Remediating reading difficulties*. New York, NY: McGraw Hill.
- Cunningham, P. M. (1995). *Phonics they use: Words for reading and writing*. New York, NY: Harper-Collins College Publishers.
- Cunningham, P.M. & Allington, R.L. (1994). *Classrooms that work: They can all read and write*. New York, NY: Harper Collins.
- Drucker, M.J. (2003). What reading teachers should know about ESL learners. *The Reading Teacher*, 57, 22-29.
- Dudley-Marling, C. & Murphy, S. (1997). A political critique of remedial reading programs: The example of reading recovery. *The Reading Teacher*, 50, 460-467.
- Ekwall, E.E. & Shanker, J.L. (2000). *Reading inventory*. Boston, MA: Allyn and Bacon.
- Flynt, E.S. and Cooter, R.B. (2001). *Reading inventory for the classroom*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Fountas, I.C. and Pinnell, G.S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Fountas, I.C. and Pinnell, G.S. (1999). *Matching books to readers: Using leveled books*

- in guided reading, k – 3*. Portsmouth, NH: Heinemann.
- Ganske, K., Monroe, J.K., Strickland, D.S. (2003). Questions teachers ask about struggling readers and writers. *The Reading Teacher*, 57, 118-128.
- Gillet, J.W. & Temple, C. (2000). *Understanding reading problems: Assessment and instruction*. New York, NY: Longman.
- Goodman, Y.M. (1997). Reading diagnosis – qualitative or quantitative? *The Reading Teacher*, 50, 534-538.
- Goodman, Y.M. (1990). *How children construct literacy: Piagetian perspectives*. Newark, Delaware: International Reading Association.
- Hammerberg, D.D. (2004). Comprehension instruction for socioculturally diverse classrooms: A review of what we know. *The Reading Teacher*, 57, 648-658.
- Hurley, S.R. & Tinajero, J.V. (2001). *Literacy assessment of second language learners*. Needham Heights, MA: Allyn and Bacon.
- Joseph, L.M. (1998-99). Word boxes help children with learning disabilities identify and spell words. *The Reading Teacher*, 52, 348-356.
- Lubliner, S. (2004). Help for struggling upper-grade elementary readers. *The Reading Teacher*, 57, 430-438.
- McCabe, P. (2003). Enhancing self-efficacy for high-stakes reading tests. *The Reading Teacher*, 57, 12-20.
- McCormick, S. (2003). *Instructing students who have literacy problems*. Upper Saddle River, NJ: Pearson Education, Inc.
- Nagel, G.D. (2001). *Effective grouping for literacy instruction*. Boston, MA: Allyn and Bacon.
- Rasinski, T. & Padak, N. (2004). *Effective reading strategies: Teaching children who find reading difficult*. Upper Saddle River, NJ: Merrill.
- Reutzel, D.R. & Cooter, Jr. R.B. (2003). *Strategies for reading assessment and instruction: Helping every child succeed*. Upper Saddle River, NJ: Pearson Education, Inc.
- Reutzel, D.R. & Cooter, R.B. (1999). *Balanced reading strategies and practices: Assessing and assisting readers with special needs*. Upper Saddle River, NJ: Prentice-Hall, Inc.

- Richek, M.A., Caldwell, J.S., Jennings, J.H., Lerner, M.W. (2002). *Reading problems: Assessment and teaching strategies*. Boston, MA: Allyn and Bacon.
- Rubin, D. (1997). *Diagnosis and correction in reading instruction*. Boston: Allyn and Bacon.
- Shanker, J.L. & Ekwall, E.E. (2003). *Locating and correcting reading difficulties*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Stieglitz, E.L. (2002). *The informal reading inventory: Assessing reading behavior from emergent to advanced levels*. Boston, MA: Allyn and Bacon.
- Tompkins, G.E. (2004). *Fifty literacy strategies step by step*. Upper Saddle River: Pearson Education, Inc.
- Walker, B.J. (2004). *Diagnostic teaching of reading: Techniques for instructional assessment*. Columbus, OH: Merrill.
- Watts-Taffe, S., Gwinn, C.B., Johnson, J.R. and Horn, M.L. (2003). Preparing preservice teachers to integrate technology with the elementary literacy program. *The Reading Teacher*, 57, 130-138.
- West, K.R. (1998). Noticing and responding to learners: Literacy evaluation and instruction in the primary grades. *The Reading Teacher*, 51, 550-559.
- Woods, M.L. & Moe, A.J. (1999). *Analytical reading inventory*. Columbus, OH: Merrill.
- Valencia, S.W. & Buly, M.R. (2004). Behind test scores: What struggling readers need. *The Reading Teacher*, 57, 520-531.
- Vukelich, C., Christie, J., Enz, B. (2002). *Helping young children learn language and literacy*. Boston, MA: Allyn and Bacon.