

## MURRAY STATE UNIVERSITY

Revised 9/15

**DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION**

**COURSE PREFIX: REA COURSE NUMBER: 412**

**CREDIT HOURS: 3**

**I. TITLE:** Assessment and Strategies for Struggling Readers

**II. COURSE DESCRIPTION AND PREREQUISITE(S):** A practicum providing classroom experiences in applying current assessments, methods, and materials in teaching reading to individuals and/or groups who are struggling with reading. This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. Instructional strategies focus on building vocabulary skills, phonics, phonemic awareness, fluency, using teacher modeling, and building comprehension monitoring skills.

**Prerequisite(s):** REA 306 and admission to Teacher Education.

**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards (KTS), the International Literacy Association's (ILA) Standards for Reading Professionals, and the Interstate Teacher Assessment and Support Consortium standards (InTASC) addressed by that objective. Upon successful completion of this class, students will be able to:

- A.** apply the linguistic/cognitive theories associated with reading and concept development (i.e. schema, metacognition, literacy development, story and text structure) (KTS 1, 2, 3/ ILA 1,2,4/ INTASC 1,4,5) ;
- B.** learn engaging strategies for teaching vocabulary, phonics, and phonemic awareness, comprehension and fluency to struggling readers through indirect and direct instruction (KTS 1/ ILA 1/ INTASC 4,5,8) ;
- C.** design, plan, and implement instruction using a variety of materials, including technology (KTS 1,2,3,6/ILA 2, 3,4,5/ INTASC 7,8) ;
- D.** design and plan reading interventions that address existing literacy problems and provide differentiated, systematic, direct instruction in essential reading skills (KTS 1, 2, 3/ ILA 2, 3, 4, 5/ INTASC 1,2,7,8) ;
- E.** accommodate diversity and differentiation strategies within the classroom setting in providing literacy experiences for children (KTS 2, 3/ ILA 4/ INTASC 2,3) ;
- F.** demonstrate competence in assessing students' reading via traditional as well as alternative assessment methods (KTS 5/ ILA 3/INTASC 6) ;
- G.** demonstrate ability in designing, scoring, and interpreting performance-based assessment tasks (KTS 5/ ILA 3/ INTASC 6) ;
- H.** collaborate with classroom teachers and/or peers to provide the optimal literacy environment for students (KTS 8/ ILA 5/ INTASC 3,10) ;
- I.** engage in professional development experiences designed to promote and extend literacy (KTS 7, 9/ ILA 6/ INTASC 9,10) ; and

- J.** reflect upon teaching and upon growth and development as a reflective decision-maker (KTS 7/ ILA 6/ INTASC 9).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on TEACHING experiences and by students creating a Professional Growth Plan. The COE emphasis on constructivism is addressed when discussing literacy development through active involvement in authentic learning experiences. The COE student dispositions are formally assessed during evaluation of students' Professional Growth Plans and TEACHING experiences.

The theme of Literacy/Reading is stressed throughout every course activity as students learn how to facilitate elementary children's literacy development (reading, writing, speaking, listening, viewing, visually representing). The theme of Assessment is explored through identifying, intervening, using, and creating multiple methods of assessing and addressing children's literacy efforts. The themes of Diversity and Closing the Achievement Gap are addressed through lesson planning and the Case Study Project, which includes support for all learners and accommodations for struggling readers and learners with special needs.

#### **IV. CONTENT OUTLINE:**

- A.** Intervention Strategies for Struggling Readers
- B.** Formative and Summative Assessment of Literacy
- C.** Data-based Literacy Instruction
- D.** Lesson Design and Planning including co-teaching
- E.** Instructional Reading/Writing Strategies to address areas of Literacy Weaknesses
- F.** Components of Reading (including, but not limited to phonemic awareness, phonics, comprehension, vocabulary, and fluency)
- G.** Literacy Instruction for English Language Learners and other Learners with Special Needs

#### **V. INSTRUCTIONAL ACTIVITIES:**

This course stresses active participation and reflection. Video clips of instructional intervention and assessment activities will also be used. Students design a variety of lessons and informal assessments, apply them in a classroom setting, and then reflect on their use. Students select, administer, analyze and use results from informal and formal assessments of literacy acquisition (e.g., phonemic awareness skills, literacy development, word analysis and word identifications skills, fluency, comprehension, writing conventions, written communications, and visual images) to address struggling readers' needs.

#### **VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

Students will complete 20 hours of field/clinical experiences. Students will provide instruction in reading to individual and/or groups of students who are struggling with reading at a local elementary school. Students will help struggling readers become more engaged with text, more independent as readers, and more proficient at finding ways to monitor their reading. Students are expected to prepare a TPA or Modified TPA lesson

plan for each field experience session. In addition students will practice co-teaching procedures and will complete co-teaching plans. Failure to complete any aspect of the field experiences will result in an incomplete or failing grade in the course.

**VII. TEXT(S) AND RESOURCES:**

Crawley, S & Merritt, K. (2011). *Remediating Reading Difficulties*. McGraw-Hill Education.

Thompkins, E. G. (2013). *50 Literacy Strategies: Step by step*. Prentice Hall

Course website (Canvas) and accompanying links to the internet.

College LiveText-EDU Solutions Student Membership.

**VIII. EVALUATION AND GRADING PROCEDURES:**

The key signature assessment for this course are the *Professional Growth Plan*.

Grading Scale:

93%-100% =A

86%-92% =B

79%-85% =C

72%-78% =D

0%- 71% =E

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

**X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

**XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:**

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**