

## MURRAY STATE UNIVERSITY

Revised 9/15

**DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION**

**COURSE PREFIX: REA      COURSE NUMBER: 638      CREDIT HOURS: 3**

**I. TITLE:** Assessment and Instruction of Children with Reading Difficulties

**II. COURSE DESCRIPTION & PREREQUISITES:**

A study of the causes of reading difficulties and procedures used to support P-12 students with reading difficulties. Approaches reading difficulty from a holistic view. Attention is given to technology-based assessment strategies, curriculum materials, and remedial procedures for correction.

**Prerequisite(s):** REA 612

**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, the International Literacy Association's (ILA) Standards for Reading Professionals, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A.** recognize, understand and value the forms of diversity that exist in society and their effect on literacy development (KTS 3; ILA 4.1; InTASC 1, 2, 3 );
- B.** describe and create a supportive environment for language learners and for students who are learning English as their second language (KTS 3; ILA 5.1, 5.2, 5.3, 5.4; InTASC 3, 4, 5);
- C.** apply knowledge of first and second language acquisition theories and models in selecting appropriate instructional methods, strategies and materials in planning instruction for second language learners and gifted ESLs (KTS 1, 2; ILA 4.1, 4.2, 4.3; InTASC 4, 5, 6, 7, 8);
- D.** provide a wide range of curriculum materials for learners at different stages of reading and writing development that accurately portray other cultures (KTS 3, 7; ILA 2.3, 4.1, 4.2, 4.3; InTASC 6, 7, 8);
- E.** implement instructional and assessment techniques, including performance assessments, from course lectures and readings to help diverse learners meet the Common Core Standards (KTS 2, 3, 4, 5; ILA 3.2, 4.2, 4.3; InTASC 6, 8);
- F.** implement technology-based instructional strategies in regard to pre-reading, in-processing reading (fluency, comprehension, strategy use), and post-reading. (KTS 6, 7; ILA 2.2, 2.3; InTASC 6, 7, 8);
- G.** explain the Kentucky Code of Ethics, particularly how it relates to the assessment and instruction of students with reading difficulties (KTS 5; ILA 1.3; InTASC 6);
- H.** understand the role of the Literacy Specialist/Coach in helping teachers work with diverse learners (KTS 8, 9, 10; ILA 6.3, InTASC 9, 10 ).

The COE Conceptual Framework and the Theme of Educator as Reflective Decision-Maker are addressed in this course by requiring teachers to reflect on how to integrate

current theory about teaching language arts into their existing classroom curriculum (KTS 3; ILA 4.1; InTASC 1, 2, 3). College and Career Readiness is addressed during evaluation of students' Case Study and Lesson Plans (KTS 2, 3, 4, 5, 7; ILA 1.3, 2.3, 3.2, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4; InTASC 3, 4, 5, 6, 7, 8). The theme of technology is addressed by implement technology-based instructional strategies during tutoring diverse and special learners (KTS 6, 7; ILA 2.2, 2.3; InTASC 6, 7, 8).

The theme of literacy/reading is stressed throughout every course assignment as students learn how to facilitate children's literacy development (KTS 8, 9, 10; ILA 6.3, InTASC 9, 10). The theme of assessment is explored through identifying, using, and creating multiple methods of assessing and addressing children's literacy efforts (KTS 2, 3, 4, 5; ILA 3.2, 4.2, 4.3; InTASC 6, 8). The themes of diversity and closing the achievement gaps are addressed through ESL strategies assignment and discussing diverse learners, diverse gifted learners, special learners, and struggling readers (KTS 1, 2, 5; ILA 1.3, ILA 4.1, 4.2, 4.3; InTASC 4, 5, 6, 7, 8).

Students will examine bilingual/ESL programs, materials and strategies for English language learners, and assist colleagues in understanding the relationship between first and second language acquisition and literacy development (KTS 1, 2; ILA 4.1, 4.2, 4.3; InTASC 4, 5, 6, 7, 8).

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

- A.** Foundations of remedial and clinical literacy instruction
- B.** Assessment for identifying specific strengths and weaknesses in reading, writing, listening, and speaking.
- C.** Principles of remedial and clinical literacy instruction for students from different cultural and linguistic backgrounds.
- D.** Literacy instruction for English language learners and other learners with special needs.
- E.** Creating a literate environment to motivate lifelong reading.
- F.** Implementing technology-based instructional practices for struggling readers
- G.** Word recognition and fluency
- H.** Word identifications
- I.** Knowledge of word meanings
- J.** Severely delayed readers and nonreaders

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

Instructional methods will be a mixture of instructor presentations, field experiences, group discussions, problem solving, collaborative group work, independent readings and both group and independent assignments. The model of the reflective decision-maker as the foundation of teacher development, including learning techniques for reflection and self improvement, will be emphasized in all aspects of the course and assignments.

#### **Case Study Project**

This is a multiple part assignment that will offer the candidates the opportunity to apply and demonstrate knowledge of reading assessment and responsive instructional planning

and delivery with an elementary, middle, and secondary student in the school setting throughout the span of the course. Confidentiality and respect for the student, family, and staff colleagues is to be maintained throughout this and any other project.

The candidates will select one student from an elementary school, one student from a middle school, and one student from a high school who has struggled in reading. The candidates will select, administer, and interpret well-researched reading assessments for screening, diagnosis, progress monitoring, and outcome purposes of the selected elementary, middle, and secondary student. Following the administration of these measures, the candidates will implement different reading and writing strategies in lesson activities with their respective student. They will use interactive writing to connect reading and writing by using literature as a take-off point for writing reproductions and innovations. The lesson will be one hour in duration and 20 lessons will be completed.

They will use data from scientifically based reading assessments to make educational decisions, including intervention, referral to specialists, and the evaluation of the effectiveness of their practices. The instructional recommendations for each instructional intervention session will be submitted along with a copy of the data. Student last names or other identifying staff, family, or school information should be omitted or hidden when information is shared and submitted. They will use effective techniques for communicating assessment results to peers, students, administrators and parents.

Each Case Study (One for elementary, one for middle, and one for secondary) should be a high quality product that reflects the candidate's skill as a coach in collecting instructionally relevant reading assessment and related information about the selected elementary, middle, and secondary student. The candidates will analyze and summarize assessment data, document instructional activities and provide recommendations. They will reflect on their lessons by explaining the context of the situations, evaluating the student's behaviors, and explicating their teaching actions.

The candidates' engagement in course assignment and activities should provide documentation that they could plan instruction that effectively integrate technology into P-12 classrooms and use technology for professional purposes.

### **Lesson Plans**

In the MA in Reading/Writing, candidates are required to document experiences in working with students at each of the three levels: elementary, middle and secondary. Candidate will **teach 20 hours** and create lesson plans targeting Phonemic Awareness, Phonics, Vocabulary, Fluency, Writing, and Comprehension. The student's literacy skills (speaking, listening, reading, writing, viewing, and creating) should be integrated into the lessons. Candidates will state what skills are demonstrated as a result of these lessons. Describe the assessment and the performance criteria they may use to determine the mastery of the objectives. Describe how they differentiate assessments to meet the needs of the student. Describe the instructional strategies that are used to meet the objectives. At the end of the tutoring experience, candidates will administer assessment to determine learning gains, write an impact on student learning, and submit their lesson plans via Livetext.

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

**A twenty-one hour literacy program (Practicum) will be in operation.** Each student will be responsible for conducting assessment/instructional programs for P-12 students.

**VII. TEXT & RESOURCES:**

McCormick. S. (2015). *Instructing students who have literacy problems*. NJ: Prentice Hall.

Vogt, M. & Shearer, B. A. (2011). *Reading Specialists and Literacy Coaches in the Real World* (3<sup>rd</sup> ed.). New York: Pearson.

**LiveText- All assignments must be word processed (Word) and submitted via LiveText.**

A large number of texts about reading and writing instruction, as well as journals such as *The Reading Teacher* and *Language Arts*, are available at Waterfield Library and College of Education and Human Services Curriculum Resource Center. In addition, a number of readings will be made available online, and many more are available via electronic databases available through Waterfield library. All students are expected to use these resources.

**VIII. GRADING PROCEDURES:**

The key signature assessments for this course are the Case Study Project and Lesson Plans

1. Successful completion of a case study	25 Points
Lesson Plans	20 Points
2. ESL Strategies - Response/Reflections	15 Points
3. Discussion Board	<u>40 Points</u>
TOTAL	100 Points

**Grading scale: The 7-point grading scale is as follows: (A) 93-100 (B) 86-92 (C) 79-85 (D) 72-78 (E) 69 and below!**

**Details about each assignment, criteria for grading, and due dates are included on Canvas and in the course schedule and assignment handouts. No assignments will be accepted more than one class meeting late. Late assignments will be penalized by one letter grade. No extra credit assignments will be given.**

**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 Equal Opportunity. 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).