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

II. **Course Description:** A study of the causes of reading difficulties and procedures used to support 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.

III. **Purpose:** The purpose of REA 638 is to help teachers improve reading instruction by assisting them in creating supportive environments for language learners and for students who are learning English as their second language; extending and refining their understanding of reading and writing processes and development; implementing effective technology-based instructional strategies and curriculum materials; understanding problems of struggling readers; and using and understanding informal assessment techniques.

IV. **Course Objectives:** The behaviors indicated below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective and enclosed in parentheses are numbers which reference the Kentucky Teacher Standards Advanced Level Performance and the International Reading Association’s Standards for Reading Professionals. As a result of participation in this course, the student will:

A. Compare and contrast traditional diagnosis and remediation with current trends in assessment and instruction of struggling readers (KTS I, II, III, IV, V; IRA 2.1, 4.3, 4.4, IRA 1.1);

B. Describe and create a supportive environment for language learners and for students who are learning English as their second language (KTS III, IV, V; IRA 4.1, 4.2, 4.3, 4.4);

C. Implement instructional and assessment techniques from course lectures and readings to improve instruction for diverse learners (KTS V, VI, IRA 3.3, IRA 4.2, 4.3);

D. Implement technology-based instructional strategies in regard to prereading, in-processing reading (fluency, comprehension, strategy use), and postreading. (KTS V, VI; IRA 2.2);

E. Explain the processes of reading and writing from a emergent literacy perspective (KTS I, II, III, IV, V, IRA 5.1);
F. Incorporate technology to keep systematic and appropriate records to document assessment and instruction of K-12 children (KTS V, VI; IRA 2.2);
G. Reflect on his/her teaching and learning (KTS VII, VIII, IX, X);
H. Establish the climate of the collaborative classroom. Manage and organize multiple reading groups (IRA 2.1, 5.1);
I. Provide a wide range of curriculum material for learners at different stages of reading and writing development that accurately portray other cultures (IRA 2.3).

J. *Explain the Kentucky Code of Ethics, particularly how it relates to the assessment and instruction of students with reading difficulties.*

The COE Conceptual Framework and the Theme of Educator as Reflective Decision-Maker are addressed in this course by urging teachers to reflect on how to integrate current theory about teaching language arts into their existing classroom curriculum. 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’ Case Study, Presentation, and Reflective Journal.

The theme of literacy/reading is stressed throughout every course activity as students learn how to facilitate elementary children’s literacy development. The theme of assessment is explored through identifying, 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 reading and discussing diverse learners and struggling readers.

**V. Content Outline:**

A. Foundations of remedial and clinical reading instructions
B. Causes and correlates of cultural and individual differences in reading ability
C. Assessment for identification of reading problems
D. Assessment for verifying general reading level
E. Assessment for identifying specific strengths and weaknesses in reading
F. Important principles of remedial and clinical reading instructions for students from different cultural and linguistic backgrounds
G. Reading instructions for special populations
H. Create a literate environment to motivate learners to be lifelong readers
I. Implement technology-based instructional practices for struggling readers
J. Examine how you group and deal with students’ needs, experiences, levels, and interests

**VI. 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.

VII. Field and Clinical Experiences:

A twelve-hour fall reading/writing literacy program will be in operation during the fall term. Each student will be responsible for conducting an assessment/instructional program for one P-12 student.

VIII. Resources:

A. Livetext  
B. College of Education Curriculum Materials Center  
C. Blackboard

IX. Grading Procedures:

A. Course Requirements

1. Successful completion of a case study to be filed as a permanent record with a copy to parents
2. Learning from Text (Presentation)
3. Responses/Reflections (2 Entries) (Written)
4. Discussion Board

- Case Study (Written) 40 Points
- Learning from text presentation 40 Points
- Responses/Reflections (2 Entries) (Written) 10 Points
- Discussion Board 10 Points

Total 100 Points

C. Grading Scale:

90-100 Points = A  
80-89 Points = B  
70-79 Points = C  
60-69 Points = D  
Below 69 Points = E

X. Attendance Policy:

This course adheres to the policy published in the MSU Graduate Bulletin.
Students are expected to attend all sessions, to research, read, and study current issues in reading instruction, to be active participants and contributors, and to complete all class assignments to the best of their ability. Class attendance and achievement are highly correlated. More than two unexcused absences will lower the final grade. Students are expected to submit all assignments on time and to make arrangements with other students regarding class notes if an absence is necessary.

XI. Text:


XII. Prerequisites: REA 612

XIII. Academic Honesty Policy:

(adopted by Board of Regents, February 14, 1975)

Cheating, plagiarism (submitting another person’s material as one’s own or doing work for another person which will receive academic credit) are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, term papers or the presentation of unacknowledged material as if it were the student’s own work.

XVI. NON-DISCRIMINATION 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 Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).
Course Assignments

1. Reflective Journal (2 entries)

In order for growth in reflectivity to be assessed, you will submit a reflection paper. The purpose of this journal is to facilitate your learning through reflection. Each reflection/reaction journal entry should connect course content to practical application, policy issues, classroom implications or clinical practice. The professional entries chosen should address an instructional/assessment theme. The topic must be selected from the course materials or text or classroom assessment plan. The entries must pertain to research-based instructional strategies and materials, instructional strategies to use with ESL students, technology-based instruction to document and monitor students’ reading and writing development.

The reflective journal will be evaluated using the following criteria:
___ Appropriateness of types of response
___ Depth of thought

To receive full credit for the reflective journal, the following criteria must be met:
___ The piece is free of errors in usage, punctuation, and spelling
___ The piece is well-organized, clearly-written and free of jargon

Rubrics

<table>
<thead>
<tr>
<th>Rubrics</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chooses professional journal articles to use with ESL students</td>
<td>2</td>
</tr>
<tr>
<td>Selects articles pertain to research-based instructional strategies</td>
<td>2</td>
</tr>
<tr>
<td>Reflects on technology-based instruction</td>
<td>2</td>
</tr>
<tr>
<td>Reflects on informal assessment-DIBLES, TPRO, and AIMSWEB</td>
<td>2</td>
</tr>
<tr>
<td>Reflects on fluency and comprehension process</td>
<td>1</td>
</tr>
<tr>
<td>Reflects on scientifically based intervention program – Response to Intervention-RTI</td>
<td>1</td>
</tr>
</tbody>
</table>

(KTS 1-10, IRA 1-5, Kentucky Code of Ethics)
2. Case Study/ Due Date 12/03/09

The case study will analyze and summarize assessment data, document instructional activities, and provide recommendations. You will administer various assessment measures and develop a case study from which a plan of remediation will emerge.

Choose a student at the age/grade level in which you are interested to work with. If you know of a child who has struggled in reading, this would be a good choice. It is not recommended that you choose your own child, a friend’s child, or a relative’s child. Also, do not choose a child with documented learning disabilities unless you are a certified special education teacher. If you are a classroom teacher, I would most certainly choose a child from the classroom.

The field experience (12 hours) will include tutoring sessions following an initial assessment period. During the assessment period you will use several instruments (DIBELS, TPRO, AIMSWEB, or Running Records) to determine your child’s strengths and weaknesses in reading. Following the administration of these measures, you will implement different reading and writing strategies in lesson activities with your respective child. You 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 12 lessons will be completed. You will analyze and summarize assessment data, document instructional activities and provide recommendations. You will reflect on your lessons by explaining the context of the situations, evaluating the student’s behaviors, and explicating your teaching actions.

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

At least one lesson plan will include the use of technology. Use of technology is the use of Interactive Powerpoint, Excel, Access, TrackStar, Webquest, Photo Story 3, technology-based and created game, use of digital cameras, scanners, etc. by P-12 students. It does not include word processing, use of Excel, Access, or any other program used by you to create student materials.

Include the following items in your formal report/ Case Study:

Permission Slip (Please review the Attached document)

Parents’ Interview/ Demographic Information (Please review the Attached document)

Conferences and Interviews with the child/ Attitude and Interest Survey
Analyses of Assessment/ Pre-test (Running Record, or Reading Miscue Analysis, or DIBELS or AIMSWEB or TPRO)

Analyses of Instructional Strategies
Link multicultural experiences with vocabulary development. Semantic maps as well as other types of graphic organizers can be used to activate prior knowledge and preview new vocabulary.

Analyses of Assessment Strategies – Retellings, open response, cloze procedure, & informal tests etc.

Analyses of Assessment/ Post-test (Running Record, or Reading Miscue Analysis, or DIBELS, or AIMSWEB, or TPRO)

Recommendations/ Action Plan

Technology Lesson (Student’s work sample)
Create a digital multimedia children’s book. Use PowerPoint, Scanner, Internet, and digital camera to create digital stories. For illustrations, you have choices of using clip arts, digital photos, scan of your student’s own drawings or other creative ways of your choice. After writing and illustrating your student’s stories on PowerPoint, your student will record his reading-aloud of the story onto PowerPoint. The story will contain animations, music, sound, and other interactive multimedia features.
Or
Use clip art, digital photos, sound, and color to your student’s electronic book.
The final products will be handed in on CDs.

Case Study Evaluation Rubrics

<table>
<thead>
<tr>
<th>Demographic information</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal records to measure student achievement. Analysis of assessment pre-test</td>
<td>5</td>
</tr>
<tr>
<td>Analysis of strengths and areas that need improvement</td>
<td>5</td>
</tr>
<tr>
<td>Reading experiences and skills being emphasized</td>
<td>5</td>
</tr>
<tr>
<td>Strategies a critical reader must know</td>
<td>5</td>
</tr>
<tr>
<td>Pre-reading, during reading, and post-reading activities to enhance comprehension</td>
<td>5</td>
</tr>
</tbody>
</table>
Assessment post-test. Interpretation and analysis of these data 2
Planned instructions to meet the reader’s needs 6
General suggestions to offer parents for helping their children enjoy reading 2
Grammar and mechanics (Points may be deducted) 2

(KTS 1-10, IRA 1-5, Kentucky Code of Ethics)

3. Learning from Text Presentation (Professional Leadership Assignment)

You will work in groups and present chapter information in a discussion after you have read the following chapters:

**Group 1: Response to Intervention/ Due Date 9/24/09**

What is Response to Intervention (RTI)? How will these new practices affect struggling children who have not yet been identified with specific learning disabilities? How will this affect the millions of children who have been identified with specific learning disabilities and who are receiving special education services? To implement RTI effectively, schools must develop a specialized set of tools and competencies, including a structured format for problem-solving, knowledge of a range of scientifically based interventions that address common reasons for school failure, and the ability to use various methods of assessment to monitor student progress in academic and behavioral areas. How do schools put RTI into practice?

**Group 2: Comprehension of Narrative Text/ Due Date 9/24/09**

After you have read the chapter, discuss comprehension processes. Begin by considering why it is important to know this information. Review several principles of effective comprehension instruction. Be sure to discuss the four steps of explicit instruction summarized by Pearson and Gallagher. Discuss comprehension instructional strategies that are useful with narratives that can be used before, during, and after reading.

**Group 3: Comprehension of Expository Text/ Due Date 10/22/09**

After you have read the chapter, discuss expository text characteristics that should be taken into account when planning comprehension instruction for delayed readers. Many instructional strategies helpful in enhancing
comprehension of narratives also can be used with expository text. Review strategies that are specifically useful before, during, and after reading exposition.

**Group 4: The Severely Delayed Reader and Nonreader/ Due Date 10/22/09**

After you have read the chapter, discuss the multiple-exposure/multiple-context strategies. Discuss instructional strategies to use with severely delayed readers and nonreaders. Focus on several important concepts related to instruction of severely delayed readers and nonreaders. Discuss the following thoroughly: (a) review the word-learning phases, targeting particularly the pre-alphabetic and partial-alphabetic phases; (b) consider why an emphasis on this perception is important. Work together to prepare a lesson to share with the class. For this demonstration lesson, one student should assume the position of teacher and the others as pupils to role play/model the lesson.

**Group 5: Other Learners with Special Needs/ Due Date 11/19/09**

After you have read the chapter, discuss how cultural differences might impact reading instruction. Design a newsletter for parents. Compare components of success for all with Reading Recovery. Are there any components you think one program should borrow from the other? Having read a whole textbook on reading instruction, are there any features you learned about in other parts of the book that you would add to either or both programs?

**Presentation Rubrics**

<p>| Address the topic clearly and provides examples to illustrate the point | 2 |
| Uses visuals in a unique and interesting way | 2 |
| Describes strategies that are effective in working with delayed readers and nonreaders | 2 |
| Identifies readers who are special and suggests several literacy strategies for instructing them | 2 |
| Describes some prereading, during reading, and postreading activities that can enhance comprehension | 2 |
| Describes characteristics of text that affect comprehension | 2 |
| Discusses the role of phonics and phonemic awareness in the reading program | 2 |</p>
<table>
<thead>
<tr>
<th>Discussed/Describes</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discusses the characteristics of literature-based approaches to reading instruction</td>
<td>2</td>
</tr>
<tr>
<td>Describes strategies that are effective in working with struggling readers</td>
<td>2</td>
</tr>
<tr>
<td>Discusses strategies a critical reader must know</td>
<td>2</td>
</tr>
<tr>
<td>Describes ways to promote reading for literal meanings</td>
<td>2</td>
</tr>
<tr>
<td>Discusses ways to teach the various facets of structural analysis</td>
<td>2</td>
</tr>
<tr>
<td>Describes appropriate assessment techniques for struggling readers</td>
<td>5</td>
</tr>
<tr>
<td>Constructs and interprets informal tests. Recognizes the significance of a reading miscue</td>
<td>5</td>
</tr>
<tr>
<td>Provides general recommendations for working with diverse learners</td>
<td>2</td>
</tr>
<tr>
<td>Teaches strategies to help parents and families engage in positive interactions with their children related to literacy events</td>
<td>4</td>
</tr>
</tbody>
</table>

(KTS 1-10, IRA 1-5, Kentucky Code of Ethics)
Permission slip

You have my permission to video tape the tutoring sessions and case study presentations. Murray State faculty may use these video tapes for ongoing professional development and conference presentations in helping teachers achieve excellence in the classrooms. I give you my permission to present and publish my case study at the state, national, and international level to discuss reading process and teaching experience and to improve young learners' literacy development.

Name                                             Date
Family History

1. Number of children currently living at home with student:

2. Student’s place in the family (oldest, youngest, etc.):

3. Languages spoken at home:

4. Have you or any other members of your family ever experienced reading difficulties? If yes, please explain.

5. To what extent is reading a recreational activity in your home?

Any additional information:

Student’s Health History

What is the general health status of the student? Please include the date of the most recent physical examination:

At approximately what age did the student say his/her first word?

At approximately what age did the student toilet train?

Did the student walk and speak first words at an earlier or later age than other children in the family?

Please check any of the following illnesses that the student has had.

<table>
<thead>
<tr>
<th>Illness</th>
<th>Age</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measles</td>
<td></td>
<td>Scarlet Fever</td>
</tr>
<tr>
<td>Mumps</td>
<td></td>
<td>Rheumatic Fever</td>
</tr>
<tr>
<td>Chicken Pox</td>
<td></td>
<td>Whooping Cough</td>
</tr>
<tr>
<td>German Measles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Other illnesses including accidents and surgery

Has the student ever worn glasses or contact lenses? _______________________
Does he/she wear them now? ____________________________________________
Are the corrective lenses prescribed for reading?

When did the student have an eye examination? ____________________________
Please summarize the results of the examination

Has the student ever been troubled with ear infections? If yes, describe the nature of these infections:
Have you ever been notified of any hearing problem based on school screening?
If so, please explain

Does the student have a history of allergies? If so, please explain:

MSU Reading Clinic
Parent Interview  Student Name: ______________

**Student’s Educational History**

Please check if the student has been enrolled in any of the following special school programs:

_____ Program for the gifted or talented

_____ Program for remedial reading

_____ Speech program

_____ Compensatory education program (math and/or reading)

_____ Other: ____________________________

In student has ever skipped a grade, please indicate which one
If student has ever repeated a grade, please indicate which one

The student exhibits strengths in these:
  School Subjects: _______________________________
  Extracurricular: _______________________________
  Activities: _______________________________

The student exhibits deficits in these:
  School Subjects: _______________________________
  Extracurricular: _______________________________
  Activities: _______________________________
How do you think the student would describe his/her reading and academic abilities?
Has the student had a reading diagnosis prior to coming to the clinic? If so, where and when was it done? If possible, we would like a brief summary of the results of the diagnosis: