

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROGRAM – SPECIAL EDUCATION
EDSE 503 Language Development and Reading (3 credits)
Section 677 (Loudoun 10)
Summer 2012
Tuesdays, 4:30-9:00
Stonebridge H.S. Room 514

Instructor:

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Office Hours: Mondays by appointment or after class. Please contact me for a mutually agreeable time.

Course Description

Provides in-depth coverage of reading instruction for students with special needs. Topics include language development and emergent literacy skills, reading sub-skills including auditory discrimination and phonemic awareness, decoding and word reading, reading comprehension, and use of technological advances in the teaching of reading. *Note: School-based field experience required.*

Prerequisites*: There are no *required* prerequisites for this course, but each Program in Special Education strongly *recommends a specific sequence*. Please refer to your Program of Studies to determine where this course fits within your overall program.

*Advising contact information: Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. Please be prepared with your G number when you contact her.

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to developing safe, effective learning environments, positive behavioral interventions and supports, and functional behavioral assessment/behavioral plans. These EBPs are indicated with an asterisk (*) in this syllabus. Evidence for the selected research-based practices is informed by meta-analysis, literature review/synthesis, the technical assistance networks, which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Electronic supplements and activities via Blackboard
5. Research and presentation activities
6. Video and other media supports

Student Outcomes

This course is designed to enable students to:

- Describe language development and emergent literacy skills.
- Describe the theories and stages of normal language development.
- Describe the nature, function, and rules of language.
- Describe disorders and deviations in language and related areas.
- Demonstrate an understanding of components of literacy acquisition, including sound/symbol relationships, explicit phonics instruction, syllables, phonemes, and morphemes.
- Demonstrate an understanding of how syntax and semantics interact in the construction of meaning in literacy and its relationship to reading comprehension.
- Demonstrate an understanding of the relationship of on-going assessment and the planning of reading instruction.
- Describe the elements of balanced reading instruction.
- Demonstrate knowledge of best practices and strategies in reading instruction for students with learning disabilities, emotional disturbance, and mild mental retardation.

Course's Relationship to Program Goals and Professional Organization

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 Emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for language development and emerging literacy for individuals with emotional disturbances and learning disabilities.

The CEC standards that will be addressed in this class include the following:

CEC Standard 4 - Instructional Strategies

Skills:

- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.

CEC Standard 6 – Language

Knowledge:

- Effects of cultural and linguistic differences on growth and development.
- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
- Augmentative, alternative, and assistive communication strategies.

Skills:

- Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
- Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Required Texts

George Mason University Programs in Special Education. (2011). *Language development & reading*. Boston, MA: Pearson. ***Customized text -- available this link ONLY -- <http://store.pearsoned.com/georgemason> ISBN: 0536379505

Fox, B. J. (2010). *Phonics and structural analysis for the teacher of reading* (10th edition). Columbus, OH: Prentice Hall.

National Reading Panel (2000). *Put reading first: the research building blocks for teaching children to read*. Washington, DC: National Institute of Child Health and Human Development. <http://www.nationalreadingpanel.org/publications/researchread.htm>

Alliance for Excellent Education (2004). *Reading next: A vision for action and research in middle and high school literacy*. New York, NY: Carnegie Cooperation. http://www.all4ed.org/publication_material/reports/reading_next

Other readings relevant to special education applications assigned by instructor.

Recommended Text

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

Class Companion Websites

A free version of the Jennings Informal Inventory (IRI) is at this web site:

www.ablongman.com/jennings5e as Appendix C. **You will need to print out and use this IRI to complete your case study assignment.**

*Tip from the instructor: Some internet sites attempt to reduce the APA manual to only a few pages, but I have observed that there are often errors on these websites and they do not give clear or excellent information on writing. All assignments for this course are scored according to the written language and technical aspects of organizing and citing content using the APA style.

*It is **required** that students **bring the textbooks to class each week** as the instructor will make specific references to specific pages during class and students will be given classroom activities which will require textbook use.

Required Access to Course Blackboard Site

Blackboard will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions. You are responsible for accessing the materials – for printed copies, etc. prior to class.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- 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 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/>].

Core Values Commitment

- The College of Education & 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/>
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Other Course Expectations

Flexibility: Common sense and instructor discretion will be the governing forces in dealing with any circumstances that may arise that are not explicitly addressed in this syllabus.

Absences: Understanding that you are individuals with full and active lives, who have made the commitment to regularly attend class, it is understood that there may be an instance when you are not able to attend. If this unlikely event should occur, 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 and assignments given and due. 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. **Three or more absences will result in no credit for this course.** When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, lecture notes) from another class member prior to the class meeting that follows the absence.

Participation: You are expected to be present, prepared, and professional as you progress through this course. 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.**

Academic Integrity: Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper citation. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the registrar. Remember that plagiarism is a very serious offense that can result in dismissal from the University. The instructor reserves the right to submit your work to **turnitin.com**, a plagiarism detection service, for an integrity assessment as needed.

Required Access to Course Blackboard Site: GSE Blackboard will be used to post important information for this course. Plan to access the Bb site several times per week: announcements and resources are posted on the Bb site in between class sessions (e.g., in response to queries or information requested by students). There will also be materials and web sites on the Bb site that may be required to use for supplemental resources (choices for these resources may vary from student to student, depending on interest and focus during the semester).

Computers, Cell Phones, Blackberries, and Recording Devices

Computers may only be used for accessing e-books (if you purchased your book online). You will not need your computers to take notes since PowerPoint/handouts will be shown during class and posted on Blackboard prior to class. **You will need to bring a hard copy of the powerpoints/handouts each week.** Please keep your phones off or on vibrate during the class. **Texting is prohibited during class.**

NCATE Assessment

For student evaluation, program evaluation, and accreditation purposes, students will be required to submit an NCATE assignment from each of their Special Education courses to Taskstream. In addition students completing Midpoint and Final Portfolio courses will use Taskstream to create a full portfolio of their work based on assignments completed throughout their program. For this reason, students will need to retain electronic copies of all course products to document their program through the GSE Special Education program. In addition to the NCATE assignment products from this class can become part of your individual program portfolio used in your portfolio classes the documents your satisfactory progress through the GSE program and the CEC performance based standards.

TaskStream

The NCATE assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Students who do not submit the required signature assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

****Each student is responsible for downloading class materials and bringing either a hard copy or the downloaded documents on their laptop to class. NO HANDOUTS WILL BE PROVIDED BEYOND THE FIRST NIGHT OF CLASS.**

ASSIGNMENT DESCRIPTIONS

1. Self-paced completion of Fox text: (20 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 refamiliarize 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 (2010) 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. The within-text exercise completion will reinforce the phonics skills you are learning about in the text as you write while reading. 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.

Timeline and Points Earned for Completion of the Phonics Self-Instruction Text					
3/21: Pretest 1 point	3/28: Part I 1 point	4/18: Part II 2 points	4/25: Parts III and IV 2 points	5/2: Parts V and VI 2 points	5/9: Part VII and Posttest 2 points

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.

2. *IRIS Presentation (15 points)*

On the first night of class, you will join a learning team and select an IRIS activity to complete with your team. You will be assigned an IRIS activity to review and present in class. Focus on the evidence based practices that are being highlighted in your case study or module (typically in the research sections).

Your presentation should be **creative, active** and **engaging** and last no more than 20 minutes. If you feel it would be helpful to show some of the video clips from your module, you may do so, but please be selective and do so in a very thoughtful manner!

IRIS Presentation Rubric		
<i>Component</i>	<i>Points</i>	<i>Comments</i>
Summary of Activity <ul style="list-style-type: none"> • Presentation includes a clear and accurate description of each element of the activity. • Presentation clearly communicates the reading instructional strategies from the activity (team should demonstrate this skill if appropriate) 	/5	
Class Handout <ul style="list-style-type: none"> • Create a one-page handout to be distributed to the class, which 	/5	

<p>focuses on the strategy in your IRIS activity.</p> <ul style="list-style-type: none"> • Most essential information on the specific area of reading and the activity is included. • Use graphics to enhance the brochure's visual display of concepts. • Brochure shows creativity and development of project as a group. 		
<p>Presentation</p> <ul style="list-style-type: none"> • The presentation is creative, active and engaging. • The presentation MUST include a class participation component. • Presentation is clear, accurate and no longer than 20 minutes. • The group may use PowerPoint but MAY NOT read the text directly from the slides! • Each group member has a clear and important role for the presentation. 	/5	
TOTAL	/15	

3. NCATE Assessment: Reading Case Study:

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.

The following are general expectations to guide planning:

- A copy of the student's IEP is NOT required for this assignment. You may request information about the student's abilities and areas of need verbally from the teacher/parent/service provider; OR observe the IEP while in the presence of the adult contact.
- The duration of sessions with your student varies. If you are permitted to extend beyond 20-30 minutes with an individual in order to complete the tasks, the number of sessions may be fewer. Anticipate that with effective planning, preparation, and materials you will be able to complete the tasks for the field placement activities of this project in 4-6 sessions lasting 20-30 minutes per session.
- If you have difficulty finding a K-12 student for this assignment, GMU's Field Placement Specialist Lauren Clark (lclarkg@gmu.edu) can assist in placing GMU students at school sites. GMU is required to track where self-placed students will complete their field experiences. Consequently, each EDSE 503 student must access <http://cehd.gmu.edu/endorse/ferf> and complete the information requested (i.e., inform GMU of the school where you are working, the grade level of the youngster, and the approximate number of hours you worked with the youngster).

Reading Case Study Rubric	
Student Background (and motivation if a concern)	

<ul style="list-style-type: none"> a. Collect demographic and background information significant to reading, writing, and language development. b. Information obtained should be appropriate based on your relationship with the student (for example, if you are working with a student in your own classroom, it would be appropriate for you to access the student's school records; however, if you are working with a student you tutor at his home, it would NOT be appropriate to contact his school to ask to see his school records). 	/5
<p>Oral Language Development</p> <ul style="list-style-type: none"> a. Consider how the student's expressive and receptive language (both oral and written) may be impacting the student's performance in reading and/or writing (including spelling). b. This information can be obtained when gathering student background information, from observations while testing, and from the test results. 	/5
<p>Present Levels of Performance for:</p> <ul style="list-style-type: none"> a. Decoding (and phonemic awareness if a concern) b. Fluency c. Comprehension (and vocabulary/strategy use if a concern) d. Spelling e. Writing 	/5
<p>Assessment Administration</p> <p>Correctly administer and accurately score the results of the following assessments:</p> <ul style="list-style-type: none"> a. an informal reading inventory (download from www.ablongman.com/jennings5e), b. a spelling assessment (DSA to be provided in class) c. at least one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). A curriculum based assessment is most effective for this supplemental assessment (class quiz, writing sample, etc.). <ol style="list-style-type: none"> 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. <p>Assessment Report</p> <p>Analyze the results and present the findings in a 3-5 page educational report that reports the findings from you assessments. This report should be written as if it were a formal document for school record (not an academic paper). That means that, it must be written with an audience of both educators AND parents in mind. Explanations of assessment instruments are helpful as are recommendations for school and home. Therefore, this information should be included in the recommendations section of your report.</p> <ul style="list-style-type: none"> a. Provide a general description of each assessment including what kind of 	

<p>information can be obtained from the assessment (2 points)</p> <p>b. Present the results of each assessment including:</p> <ul style="list-style-type: none"> i. reporting of the results for each assessment (a table is often helpful here), (2 points) ii. an indication of whether this area of reading/writing is an area of concern; and (2 points) iii. a narrative error analysis of student strengths and weaknesses on the assessment given (2 points) <p>c. Write a statement of overall strengths and needs of student (This should be based upon student background information and findings from assessments, including relevant student behavior) (2 points)</p> <p>d. Make recommendations for:</p> <ul style="list-style-type: none"> i. Literacy instruction based on areas of weakness identified from your assessments (2 points) ii. Classroom/testing recommendations (2 points) <ul style="list-style-type: none"> 1. Classroom recommendations should be evidence-based and grade/age appropriate iii. Make recommendations for reinforcement practice at home that a parent would realistically be able to implement. (1 point) iv. 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) 	/15
<p>Written Style</p> <ul style="list-style-type: none"> ▪ Professional report format that targets multiple audiences: parents, teachers, and other educational professionals (1 point) ▪ Writing is free of spelling and grammar errors (2 points for spelling and 2 for grammar) 	/5
<p>Total</p>	/35

5. Fox Quiz (10 points)

The multiple-choice Fox Quiz will cover the content of the Fox self-guided textbook.

6. Final Exam (20 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 (formerly called the Virginia Reading Assessment).

7. Regular Attendance & Participation (10 points)

Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Three or more absences will result in no credit for this course.** As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, 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 and assignments given and due. 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.**

Points for class attendance and participation are positively impacted by:

- a. attending class and being psychologically available to learn,
- b. completing and handing in all class assignments, and
- c. participating in class discussions/activities throughout the semester
- d. thoughtfully contributing to class discussions
- e. listening to the ideas of other peers, respectfully, and
- f. demonstrating an enthusiasm for learning.

Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Also, points are deducted for a lack of **digital etiquette** during class sessions.

GRADING

1. Self-paced Completion of Fox Text	10 points
2. IRIS Presentation	15 points
3. NCATE Assessment: Case Study	35 points
4. Participation and In-Class Activities	10 points
5. Fox Quiz	10 points
6. Final Exam	20 points
TOTAL	100 POINTS

Grading Scale:

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

This course will incorporate the evidence-based practices (EBPs) relevant to *the five essential elements of reading (i.e. NRP, 2000), language development, and informal literacy assessments*. These EBPs are indicated 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 students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Resources for Evidence-Based Practices Emphasized in EDSE 503

Report of the National Reading Panel: *Teaching Children to Read* (2000). (*phonemic awareness, phonics instruction, fluency, vocabulary instruction, reading comprehension*)

<http://www.nationalreadingpanel.org/Publications/publications.htm>

www.k8accesscenter.org The Access Center. (*Reading Comprehension, fluency, mnemonics*)

- <http://www.teachingld.org> LD Resources. Current Practice Alerts. Alert #2, 8, 10, 12, 14, 15
- <http://www.iris.peabody.vanderbilt.edu> Resources. Reading, Literacy, Language Arts.
- <http://www.iris.peabody.vanderbilt.edu> Resources. RTI.
- <http://www.iris.peabody.vanderbilt.edu> Resources. Assessment.
- <http://www.iris.peabody.vanderbilt.edu> Resources. Content Instruction.
- <http://www.iris.peabody.vanderbilt.edu> Resources. Differentiated Instruction. InfoBriefs.
- <http://www.rti4success.org> (National Center on Response to Intervention) CBM modules
- <http://www.studentprogress.org> (National Center on Student Progress Monitoring)
- Berkeley, S., Scruggs, T. E., & Mastropieri, M. A. (meta, in press; *questioning strategy instruction, graphic organizers, self-regulatory skills*)
- Biancarosa, G. & Snow, C. (2004). Reading Next -A vision for action and research in middle and high school literacy.<http://www.all4ed.org/files/ReadingNext.pdf>
(*Direct Explicit Comprehension Instruction, Peer tutoring, peer tutoring, self-regulatory skills*)
- Bursuck, W. D., & Damer, M. (2007). *Core Text (*direct instruction/systematic/explicit instruction*)
- Chard, D., Vaughn, S., & Tyler, B (2002). (*reading fluency*)
- Coleman, M., & Vaughn, S. (2000). (*direct instruction/systematic/explicit instruction*)
- Deno, S. (2003). (*progress monitoring*)
- Gajria, M., Jitendra, A. K., Sood, S., & Sacks, G. (2007) (*text enhancements; cognitive strategy instruction*)
- Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). (*reading comprehension instruction*)
- Jennings, J. H., Caldwell, J. A., & Lerner, J. W., (2006). (*direct instruction/systematic/explicit instruction*)
- Jitendra, A. K., Edwards, L. L., Sacks, G., & Jacobson, L. A. (2004). (*Vocabulary instruction*)
- Mastropieri, M. A., Scruggs, T. E., & Graetz, J. (2003) (*mnemonics*)
- Nilsson, N. L. (2008). (*Informal Reading Inventory*)
- Scruggs, T. E., Mastropieri, M. A., Berkeley, S., & Graetz, J. E. (2009). (*Peer tutoring, mnemonics, semantic maps*)
- Scruggs, T. E., & Mastropieri, M. A. Teaching Tutorial: Mnemonic Instruction
www.teachingld.org
- Spencer, V. G. (2006). (*peer tutoring*)
- Stanford, P., & Siders, J. A. (2000). (*miscue analysis*)
- Vaughn, S., Gersten, R. L., & Chard, D. J. (2000). (*reading comprehension instruction; questioning strategy instruction; content enhancements*)
- Wayman, M. M., Wallace, T., Wiley, H. I., Renata, T., & Espin, C. A. (2007). (*progress monitoring*)

CLASS TOPICS & DUE DATES

Date	Class Topic & Reading Assignments	Readings Due for this Class
6/5	<ul style="list-style-type: none"> • Course Overview • A Historical Perspective • Scientifically Based Reading /instruction (National Reading Panel, 2000; NCLB, IDEA) Five Domains of Reading • Language Development • Early Literacy 	<ul style="list-style-type: none"> • Custom Text: Chapters 1 & 2
6/12	<ul style="list-style-type: none"> • Reading and the Brain • Rules, Forms, and Functions of Language (relevant vocabulary) • Phonemic Awareness Instruction • Evidence Based Practices: <ul style="list-style-type: none"> ○ Elkonin boxes ○ Isolation/identify, segmenting, blending, deleting, adding, substituting sounds ○ Rhyming (onset/rime) • Case Study Overview 	<ul style="list-style-type: none"> • Put Reading First, Phonemic Awareness Section • DUE: Fox Pretest (you MUST bring your copy of the book in order to complete this and earn the points!)
6/18	<ul style="list-style-type: none"> • Informal Assessments <ul style="list-style-type: none"> ○ Informal Reading Inventory (IRI) ○ <i>The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</i> http://dibels.uoregon.edu • Running Records; Miscue Analysis • Selecting/evaluating Text for Diverse Learners; Readability 	<ul style="list-style-type: none"> • Custom Text: Chapters 6, 7 & 8 • Reading Assessment Team Presentation • DUE: Fox Part I <p>Bring IRI and Textbook or Trade book to class!</p>
6/25	<ul style="list-style-type: none"> • Phonics Instruction • Evidence Based Practices: <ul style="list-style-type: none"> ○ Explicit, systematic instruction ○ Word analysis ○ Word sorts/word families ○ Phoneme-grapheme correspondence • Vocabulary Instruction • Evidence Based Practices: <ul style="list-style-type: none"> ○ Mnemonics ○ Semantic maps ○ Word meaning sorts ○ Imagery/visualization 	<ul style="list-style-type: none"> • Custom Text: Chapters 3, 4 & 9 • Phonics Team Presentation • Vocabulary Team Presentation • DUE: Fox Part II
7/3	<ul style="list-style-type: none"> • Fluency Instruction • Evidence Based Practices: <ul style="list-style-type: none"> ○ Progress monitoring ○ Repeated reading ○ Readers' theatre ○ Guided reading 	<ul style="list-style-type: none"> • Custom Text: Chapter 5 • Fluency Team Presentation • DUE: Fox Parts III & IV
7/10	<ul style="list-style-type: none"> • Comprehension Instruction 	<ul style="list-style-type: none"> • Custom Text: Chapters 10

	<ul style="list-style-type: none"> • Comprehension Evidence Based Practices: <ul style="list-style-type: none"> ○ Think aloud ○ Graphic organizers ○ Questioning strategies ○ Self-monitoring/metacognition ○ Reciprocal teaching 	<ul style="list-style-type: none"> • DUE: Fox Parts V & VI • <i>Reading Comprehension Team Presentation</i>
7/17	<ul style="list-style-type: none"> • No Class: VRE Domains and Topics Outline 	<ul style="list-style-type: none"> • DUE: Case Study
7/24	<ul style="list-style-type: none"> • Spelling and Writing Instruction • Evidence Based Practices: <ul style="list-style-type: none"> ○ Spelling by analogy/pattern ○ Predictable word instruction/rules ○ Making Words • Review for Final Exam; Share VRE Domains and Topics Outlines 	<ul style="list-style-type: none"> • Custom Text: Chapters 11 & 12 • DUE: Fox Parts VII & Posttest • DUE: VRE Domains and Topics Outlines <i>Spelling and Writing Team Presentation</i>
7/31	<ul style="list-style-type: none"> • Course Evaluations • Fox Quiz • Final Exam 	

NOTE: This syllabus may change according to class needs.