



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Spring 2013

EDSE 403 001: Language Development and Reading  
CRN: 10661, 3 - Credit(s)

<b>Instructor:</b> Mrs. Jessica Vilbas	<b>Meeting Dates:</b> 01/22/13 - 05/15/13
<b>Phone:</b> 703-801-1920 (cell)	<b>Meeting Day(s):</b> Thursdays
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<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Fairfax, IN 222

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

**Course Description**

Identifies literacy skills for typical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general curriculum. Topics include emergent literacy skills, phonemic awareness, vocabulary development, and comprehension.

**Prerequisite(s):** EDSE 401 and EDSE 440

**Co-requisite(s):** EDSE 401 and EDSE 440

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

**Nature of Course Delivery**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports

5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

### **Field Experience Requirement**

A Field Experience is a part of this course. "Field Experiences" entail Mason students conducting activities that may involve students, parents, and/or teachers, etc. in a school setting. "Finding" an individual needed to complete a Field Experience Project/Case Study for a course may be a challenge. Mason's Field Placement Specialist, Lauren Clark lclarkg@gmu.edu can assist in placing Mason students at school sites. Mason is required to track when and where Mason students complete any field experiences. Consequently, EACH PERSON ENROLLED in this course must access this link <http://cehd.gmu.edu/endorse/ferf> at the beginning of the semester (if not before) and complete the information requested REGARDLESS if one needs assistance in 'finding' an individual for the project/case study or not.

### **Evidence-Based Practices**

This course will incorporate the evidence-based practices (EBPs) relevant to the five essential elements of reading, language, and informal literacy assessments. These EBPs are indicated with an asterisk (\*) 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.

### **Learner Outcomes**

Upon completion of this course, students will be able to

- Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
- Describe how stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities) impact reading and writing development of these students.
- Describe the rules (e.g., spelling patterns, syllables, morphemes) of language, the forms (e.g., syntax, writing, speaking, listening, spelling) of language, and the functions (e.g., pragmatics, semantics) of language and its relationship to reading comprehension.
- Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
- Describe the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, comprehension), and evidence-based practices for the specialized reading and writing instruction delivered to students with high-incidence disabilities.

- Describe diagnostic decision making based on assessments (e.g., informal reading inventories, running records, and curriculum-based assessments) which monitor the ongoing progress of students, and the design and delivery of a balanced approach for students' specialized reading and writing instruction.
- Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

### **Required Textbooks**

George Mason University Programs in Special Education. (2008). *Language development & reading*. Boston, MA: Pearson. \*\*\*customized text -- available this link ONLY -- <http://store.pearsoned.com//georgemason> ISBN: 9781256104575

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

### **Required Resources**

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

[www.ablongman.com/jennings5e](http://www.ablongman.com/jennings5e) as Appendix C. You will need to use an IRI to complete your case study assignment.

### **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. Access Blackboard at <http://courses.gmu.edu> Click the “Login” tab. Your login and password is the same as your George Mason e-mail login. Once you enter, select EDSE 403 course.

### **Additional Readings**

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.nifl.gov/partnershipforreading/publications/k-3.html>

Alliance for Excellent Education (2004). *Reading next: A vision for action and research in middle and high school literacy*. Carnegie Cooperation of New York. <http://www.all4ed.org/files/ReadingNext.pdf>

*Preventing Reading Difficulties in Young Children*. December, 1998. <http://www.nap.edu/books/030906418X/html/index.html>

*The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* <http://dibels.uoregon.edu/>  
Moats, L. (1999). *Teaching reading IS rocket science: What expert teachers should know and be able to do*. Washington, D.C. American Federation of Teachers. [www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf](http://www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf)

Moats, L.C. (2006). How spelling supports reading: And why it is more regular and predictable than you may think. *American Educator*, Winter, 12-24. [http://www.aft.org/pubs-reports/american\\_educator/issues/winter05-06/Moats.pdf](http://www.aft.org/pubs-reports/american_educator/issues/winter05-06/Moats.pdf)

Lyon, G. R., Shaywitz, S., & Shaywitz, B. (2003). A definition of dyslexia. *Annals of Dyslexia*, 53, 1-14

### **Course Relationship to Program Goals and Professional Organizations**

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 Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>. The CEC standards that will be addressed in this class include Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 6: Language and Standard 8: Assessment.

### **GMU POLICIES AND RESOURCES FOR STUDENTS:**

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c.* 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.
- d.* 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/>].
- e.* 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/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/>].

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **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. [See <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/>].*

## **Course Policies & Expectations**

### **Attendance.**

For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class and demonstrate professional behavior (see *Professional Disposition Criteria* at <http://www.gse.gmu.edu> for a listing of these dispositions), and complete all assignments with professional quality in a timely manner.

### **Laptops, Cell Phones, & PDAs.**

Laptops, cell phones, PDAs and all other electronic devices should be **silenced** during class time. If you choose to use your personal laptop for note taking, I ask that you utilize it for that purpose only (**not** for surfing the web, checking email, etc.).

### **Late Work.**

All assignments must be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.**

To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.

### **Written Products.**

All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (6th edition). All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned un-graded or assigned a lower

evaluation.

### **TaskStream Submission**

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to 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 NCATE 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 NCATE 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.

### **Grading Scale**

95-100% = A	80-83% = B-	60-69% = D
90-94% = A-	77-79% = C+	<60 = F
87-89% = B+	74-76% = C	
84-86% = B	70-73% = C-	

### **Assignments**

#### **NCATE/TaskStream Assignments.**

#### **Reading Case Study (30 total points)**

The Reading Case Study requires selection of a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and accurate interpretations to inform instruction. Specific guidelines for the assignment will be provided by the instructor.

Here are some general expectations to guide your planning:

*The duration of 'a meeting session' with your student varies. That is, 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. 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.*

*1 meeting: collect information about your student (meet w/teacher, parent, service provider, face-to-face or by phone, etc.) **NOTE:** 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.*

*2 - 3 meetings: conduct the Informal Reading Inventory (IRI) - floor and ceiling*

*1 - 2 meetings: collect information using additional skills assessments you have selected*

This assignment is a paper submission to Taskstream and should be submitted by 4:30 pm on the respective due date. This assignment is the NCATE assessment for the course.

### **Common Assignments.**

#### **Self-paced Completion of Fox Text (3 x 2 check points = 6 points)**

In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox self-instruction textbook. You are expected to complete each of the self-paced exercises in the text. Write in the text and make notes/highlights for yourself. You have the option of accelerating your pace. Plan to turn in the Fox text at the beginning of the class session on the date for the mid-term. The instructor will review your text for credit. Approximately half of the text should be completed by this time in order to adequately be prepared for the final exam. The remaining part of the Fox text will be checked for completion at the end of the semester. **A Fox Post Test Exam will be worth 10 points.**

#### **Group Project (15 points)**

The Group Project Assignment is designed to help you prepare for the planning phase of your final project. You will be researching an area of reading and delivering information in a 20-minute presentation to the class on an assigned night. Specific guidelines for the project will be provided by the instructor (See grading rubric below.). Some class time will be provided to gather with your group.

Your presentation should include:

- A definition of the chosen area of reading from the National Reading Panel's 2000 report and all terminology.
- A thorough description of the skills, which are addressed in this area.
- A thorough description of the strategies, which can be used to teach these skills.
- At least one activity that can be used in this area of reading instruction.
- A description of at least one commercial reading program that can be used in this area of reading.
- A handout for the class and at least one type of visual support (PowerPoint, etc.)
- A bibliography (APA format) with at least five references.

#### **Midterm (12.5 points)**

The midterm exam includes multiple choice and short essay questions. This exam will cover assignment readings and class lectures up to the midterm date.

#### **Regular Attendance & Participation (14 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. NOTE: 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 weekly 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, respectively, 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, please display digital etiquette during class sessions. Use of laptops may be used to observe the class Powerpoints/materials, specifically.

Each class (14 sessions): .5 = psychologically invested, prepared, and present; .5 = participation, thoughtful contributions, completed in-class assignments

**Final Exam (10 points)**

The final exam may include multiple-choice and application items and short-essay questions that cover assigned readings and class lectures. In addition, the final exam will include items related to the Fox self-study AND the Reading for Virginia Educators Assessment (RVE).

**Other Assignments.**

**Peer Editing (2.5 points)**

Students are required to bring a copy of the Reading Case Study to class for peer-editing. This is a pass/fail assignment. Students who attend class on the peer-editing night and complete the peer-editing form will receive the full 2.5 points.

**GRADING**

1. Self-paced Completion of Fox Text	6 points
2. Group Project	15 points
3. Final Project: Reading Case Study	30 points
4. Peer Editing	2.5 points
5. Midterm	12.5 points
6. Participation/Attendance/In-Class Activities	14 points
7. Fox Text Test	10 points
7. Final Exam	10 points
<b>TOTAL</b>	<b>100 POINTS</b>



<b>Student Self-Management for Calculating Course Grade Based on Points Earned on Performance Based Summative Evaluations</b>	
<b>Title of Performance-Based Summative Evaluation</b>	<b>Points Earned/Total Points</b>
1. Self paced completion of Fox text	/6
2. Group Project	/15
3. Final Project: Reading Case Study	/30
4. Peer Editing	/2.5
5. Midterm	/12.5
6. Participation/Attendance/In-class Activities	/14
7. Fox Text Test	/10
8. Final Exam	/10
<b>Total # of points earned</b>	<b>/100</b>

\*\*Bonus Point for Final Project submission posted to TaskStream before deadline.

Students can calculate their points earned at any time in the semester in order to determine their grade-to-date. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

## Schedule

### CLASS TOPICS & DUE DATES

<b>Date</b>	<b>Class Topic</b>	<b>Reading Assignments &amp; Due Dates</b>
January 24	<ul style="list-style-type: none"> <li>◆ Course Overview</li> <li>◆ A Historical Perspective</li> <li>◆ Knowledge and Skills teachers need to be effective literacy instructors</li> <li>◆ Scientifically Based Reading Instruction (National Reading Panel, 2000; NCLB, IDEA) Five Domains of Reading*</li> <li>◆ Language Development</li> </ul>	<p><b>5 essential components of reading instruction</b></p> <p>Students need to master skills in these five interrelated areas in order to become proficient, successful readers.</p> <ol style="list-style-type: none"> <li>1. Phonemic awareness</li> <li>2. Systematic phonics</li> <li>3. Fluency</li> <li>4. Vocabulary development</li> <li>5. Comprehension</li> </ol>
January 31	<ul style="list-style-type: none"> <li>◆ Overview of reading</li> <li>◆ Language and Literacy in the School Years</li> <li>◆ Small groups discuss Fox pretest</li> <li>◆ Choose presentation topics</li> </ul> <p><i>Class Activity</i> ~ <i>Phonemic Awareness</i></p>	<p>Put Reading First from the National Institute of Literacy K-3 (XV in customized text)</p> <p>How Now Brown Cow (posted on Blackboard)</p> <p>Review: Reading for Virginia Educators (RVE)</p>

		<a href="http://www.ets.org/praxis/prepare/materials/0306">www.ets.org/praxis/prepare/materials/0306</a> Test at a Glance  Chapter 1 <i>An Introduction to Systematic, Explicit Reading Instruction</i>  <b>DUE:</b> Fox Part I: Pretest
Feb. 7	<ul style="list-style-type: none"> <li>◆ Collecting Diagnostic Information</li> <li>◆ Introduction to Reading Assessments: <ul style="list-style-type: none"> <li>○ Informal Reading Inventory (IRI)*</li> <li>○ Running Records*; modeled, demonstrated, guided practice</li> <li>○ Analyzing error patterns: Miscue Analysis*</li> </ul> </li> </ul>	Chapter 2 <i>Early Literacy</i>  Review Chapter 6 to guide you with the case study project – <i>Obtaining Background Information</i>  Review Chapter 7 <i>Using Informal Reading Inventory for Assessment</i>
Feb. 14	<ul style="list-style-type: none"> <li>◆ Nature and Organization of English orthography</li> <li>◆ Spelling Assessment (DSA)</li> <li>◆ Writing Instruction</li> </ul>	Chapter 11 <i>Developmental Word Knowledge</i> (Stages of Spelling Development)  Chapter 12 <i>Reading &amp; Writing</i>  Moats, L.C. (2006). How spelling supports reading
Feb. 21	<ul style="list-style-type: none"> <li>◆ Discuss Organization of IRI Binders</li> <li>◆ Obtaining Background Information</li> <li>◆ Administering IRI</li> <li>◆ Readability of text</li> </ul> <i>Class Activity</i> ~ <i>Collecting Student Background Information</i>	Chapter 3 <i>Beginning Reading/Early Decoding</i>  Recall sections from Chapter 1 <i>An Introduction to Systematic, Explicit Reading Instruction</i>
Feb. 28	<b>ONLINE CLASS</b> <ul style="list-style-type: none"> <li>◆ Fluency Module</li> <li>◆ Writing Module</li> </ul>	CASE STUDY: BEGIN WORK WITH YOUR STUDENT
March 7	<ul style="list-style-type: none"> <li>◆ Explicit Reading Instruction and Early Literacy</li> <li>◆ Systematic/Explicit Instruction* (I do, we do, you do)</li> <li>◆ Phonemic Awareness Instruction* (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes)*</li> <li>◆ Review for Midterm</li> </ul> <i>Class Activity</i>	<a href="http://www.ttaonline.org">www.ttaonline.org</a> : ~ Oral Language Development: Language Foundations, Part I ~Oral Language Development: Typical Development, Part II

	<ul style="list-style-type: none"> <li>◆ ~Review IRI Binders</li> </ul>	<b>DUE:</b> Bring IRI Binder to class
March 14	<b>NO CLASS - GMU SPRING BREAK</b>	
March 21	<ul style="list-style-type: none"> <li>◆ <b>MIDTERM EXAM</b></li> <li>◆ Fluency Instruction* (progress monitoring*)</li> <li>◆ RTI Part II module – reading instruction; high quality instruction at tiers 1, 2, 3... <a href="http://www.iris.peabody.vanderbilt.eduResources.RTI">http://www.iris.peabody.vanderbilt.eduResources.RTI</a></li> </ul>	<b>MIDTERM EXAM</b>  <b>DUE:</b> Fox text is checked for ½ way completion  <b>CASE STUDY:</b> <ul style="list-style-type: none"> <li>✓ Conduct IRI</li> <li>✓ Conduct Developmental Spelling Assessment</li> </ul>
March 28	<ul style="list-style-type: none"> <li>◆ Advanced Word Reading; Phonics Instruction (phoneme-grapheme correspondence; word analysis)*</li> </ul> <b>Phonemic Awareness PRESENTATION</b>  <b>Phonics PRESENTATION</b>	Chapter 4 <i>Advanced Word Reading</i>  Chapter 5 <i>Reading Fluency</i>
April 4	<ul style="list-style-type: none"> <li>◆ Vocabulary Instruction* (mnemonics*, semantic maps*, word meaning sorts)</li> <li>◆ Literacy &amp; Diversity: first language interference in speech and writing for English Language Learners</li> </ul> <b>Vocabulary PRESENTATION</b>  <b>Fluency PRESENTATION</b>	Chapter 9 <i>Vocabulary Instruction</i>  Chapter 13 <i>Literacy Instruction for Diverse Populations</i>
April 11	<ul style="list-style-type: none"> <li>◆ Comprehension Instruction* (graphic organizers*, questioning strategies*, self-monitoring/metacognition*, direct/explicit comprehension instruction – think aloud*)</li> </ul> <b>Comprehension PRESENTATION</b>  <b>Writing/Spelling PRESENTATION</b>	Chapter 10 <i>Comprehension</i>
April 18	<b>No Full Class Meeting</b> – Individual Meetings on Field Placement Student/Reading Case Study as needed	
April 25	<ul style="list-style-type: none"> <li>◆ Discuss progress on Case Study implementation</li> <li>◆ Review for Final Exam</li> </ul> <i>Class Activity</i> ~ <i>Peer Editing of Case Study Project</i>	<b>DUE:</b> Reading Case Study ( <i>DRAFT</i> )
May 2	<ul style="list-style-type: none"> <li>◆ <b>Reading Case Study PRESENTATIONS</b></li> <li>◆ <b>Fox Text EXAM</b></li> <li>◆ Course Evaluations</li> </ul>	<b>DUE:</b> Reading Case Study Submit Case Study to TaskStream ASAP

		<b>DUE: Fox Text turn in to be checked</b>
May 9	<b>FINAL EXAM - Please be Prompt to Class</b>	<b>FINAL EXAM</b>

NOTE: This syllabus may change according to class needs.

### **Resources for Evidence-Based Practices Emphasized in EDSE 403**

- 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](http://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*)

### **Recommended Websites to Explore**

- Council for Exceptional Children <http://www.cec.sped.org/am/template.cfm?section=Home>
- Virginia Communication and Literacy Assessment (VCLA) and the Virginia Reading Assessment (VRA) <http://www.vra.nesinc.com>
- National Reading Panel <http://www.nationalreadingpanel.org> 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>

- The Access Center <http://www.k8accesscenter.org/index.php> (*Reading Comprehension, fluency, mnemonics*)
- Reading, Literacy, Language Arts <http://www.iris.peabody.vanderbilt.edu>
- RTI <http://www.iris.peabody.vanderbilt.edu>
- Assessment <http://www.iris.peabody.vanderbilt.edu>
- Content Instruction <http://www.iris.peabody.vanderbilt.edu>
- Differentiated Instruction. InfoBriefs <http://www.iris.peabody.vanderbilt.edu>
- IDEA Practices  
<http://www.cec.sped.org/Content/NavigationMenu/PolicyAdvocacy/IDEAResources/>
- Reading Rockets [www.readingrockets.com](http://www.readingrockets.com)
- Teaching LD [www.TeachingLD.org](http://www.TeachingLD.org) <http://www.teachingld.org> LD Resources. Practice Alerts: 2, 8, 10, 12, 14, 15
- The International Dyslexia Association [www.Interdys.org](http://www.Interdys.org)
- Council for Learning Disabilities [www.cldinternational.org](http://www.cldinternational.org)
- The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) <http://dibels.uoregon.edu>
- US Dept. of Education [www.ed.gov/index.jsp](http://www.ed.gov/index.jsp) click on education resources
- LD Online <http://www.ldonline.org/index.html>
- International Reading Association <http://www.reading.org>
- The IRIS Center <http://iris.peabody.vanderbilt.edu>
- National Institute for Literacy <http://www.nifl.gov>
- National Center on Response to Intervention <http://www.rti4success.org> CBM modules
- National Center on Student Progress Monitoring <http://www.studentprogress.org>
- University of Kansas Center for Research on Learning <http://www.ku-crl.org>
- Strategies for teaching reading  
<http://www.state.tn.us/education/ci/cistandards2001/1a/cilarstratteachread.htm>
- Virginia Reading Assessment Blueprints for Special Education Teachers:  
[http://www.va.nesinc.com/VA\\_blueprints\\_opener.asp](http://www.va.nesinc.com/VA_blueprints_opener.asp)

## Rubrics

<b>Group Presentation Rubric</b>		
<i>Component</i>	<i>Points</i>	<i>Comments</i>
Definition: Presentation includes a clear and accurate definition of the chosen area of reading	/1	
Skills and Strategies <ul style="list-style-type: none"> <li>• Description of at least 5 skills addressed within this area of reading</li> <li>• Incorporation of evidence-based practice(s) to support instruction in your selected area of reading</li> </ul>	/3	
Activity <ul style="list-style-type: none"> <li>• Include a description of at least one activity, which focuses on this area of reading</li> <li>• Include at least one activity which is interactive with the group to stimulate conversations about the topic and/or to reinforce learning of topic</li> </ul>	/2	
Commercial Reading Programs <ul style="list-style-type: none"> <li>• Presentation includes brief description of at least one commercial reading program, which addresses the chosen area of reading</li> </ul>	/1	
Class Handout <ul style="list-style-type: none"> <li>• Clear and applicable handout distributed to class</li> <li>• Description of content addressed within this topic</li> <li>• Practical relevance for classroom teachers</li> </ul>	/2	
Presentation <ul style="list-style-type: none"> <li>• At least 1 visual support (PowerPoint, posters, etc.) which is easy to read and understand from all areas of the classroom. Clear and accurate.</li> <li>• No longer than 20 minutes</li> <li>• Creative and involving whole class participation</li> <li>• All areas of the presentation are cohesive</li> <li>• Each group member has a clear/important role for the presentation</li> </ul>	/5	
Bibliography <ul style="list-style-type: none"> <li>• At least five references (text can be one)</li> <li>• APA format</li> </ul>	/1	
<b>TOTAL</b>	<b>/15</b>	

## Signature Assignment: Reading Case Study

<p><b>Student Background:</b></p> <p>Collect demographic and background information <u>significant to reading, writing, and language development</u>.</p> <ul style="list-style-type: none"> <li>▪ 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).</li> </ul>	/10
<p><b>Oral Language Development:</b></p> <p>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).</p> <ul style="list-style-type: none"> <li>▪ This information can be obtained when gathering student background information, from observations while testing, and from the test results.</li> </ul>	/10
<p><b>Reading and Writing Development</b></p> <ul style="list-style-type: none"> <li>▪ Correctly <b>administer</b> and accurately <b>score</b> the results of the following assessments: <ul style="list-style-type: none"> <li>▪ an informal reading inventory (download from <a href="http://www.ablongman.com/jennings5e">www.ablongman.com/jennings5e</a>),</li> <li>▪ a spelling assessment,</li> <li>▪ <i>at least</i> one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> </ul> </li> <li>▪ <b>Analyze</b> the results and <b>present the findings</b> in an educational report that: <ul style="list-style-type: none"> <li>▪ Provides a general description of each assessment including what kind of information can be obtained from the assessment</li> <li>▪ Presents the results of each assessment including: <ul style="list-style-type: none"> <li>○ a reporting of the results for each assessment (a table is often helpful here),</li> <li>○ an indication of whether this area of reading/writing is an area of concern; and</li> <li>○ a narrative error analysis of student strengths and weaknesses on the assessment given</li> </ul> </li> </ul> </li> <li>▪ <b><u>All completed assessment protocols must be attached to the final report</u></b></li> </ul>	/50
<p><b>Summary:</b></p> <p>Statement of <i>overall</i> strengths and needs of student</p> <ul style="list-style-type: none"> <li>▪ This should be based upon student background information and findings from assessments (including relevant student behavior)</li> </ul>	/5

<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>▪ Make recommendations for literacy instruction based on areas of weakness identified from your assessments <ul style="list-style-type: none"> <li>▪ <u>Classroom recommendations</u> should be evidence-based and grade/age appropriate</li> <li>▪ 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) <ul style="list-style-type: none"> <li>○ Classroom/testing accommodation recommendations should be based on information obtained from your assessments and written only as a <u>recommendation for the child's IEP team</u> to consider</li> </ul> </li> </ul> </li> <li>▪ Make recommendations for reinforcement practice at home that a parent would realistically be able to implement.</li> </ul>	/20
<p><b>Style: Professionally written report</b></p> <ul style="list-style-type: none"> <li>▪ Professional report format that targets multiple audiences: parents, teachers, and other educational professionals</li> <li>▪ Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation)</li> </ul>	/5
<p><b>Total Assignment Points</b></p>	<b>/100</b>
<p><b>Total Course Points (Total Assignment Points Earned x .30 = Total Course Points)</b></p>	<b>/30</b>



