

CEP 804A REFLECTION AND INQUIRY IN SPECIAL EDUCATION II: Literacy Instruction

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Rationale for Course

This course focuses on the assessment and remediation of reading and written language difficulties. Difficulties in reading and writing can have a detrimental effect on the performance of students with disabilities in all areas of the academic curriculum, including English Language Arts, science, and social studies. Students who struggle to read and write require support and assistance from teachers who are trained to think dynamically and critically about literacies, texts, and teaching/learning spaces.

This course is designed to help educators respond to students' literacy problems through an examination of methods that can be employed to (1) observe and measure the reading and writing performance of special education students, (2) evaluate the cognitive processes that special education readers and writers employ when they attempt to read-to-learn and write-to-learn in the academic curriculum, and (3) design, implement, and evaluate the effects of reading and writing interventions to improve the narrative and expository (reading/writing) performance of students with mild disabilities.

Course – Instructional Assumptions

- ***Reading and writing are tools, not endpoints.*** Literacy tools include strategies, procedures, and an inner discourse for communicating, thinking, learning, sharing, organizing, interacting, and persuading. Literacy involves tools that serve the students' personal interests, as well as their read-to-learn and write-to-learn (to inform others) goals.
- ***Balanced Literacy Instruction is essential.*** Skills and strategies must be taught in balanced ways to ensure literacy success. Balanced literacy instruction incorporates strategy instruction across the curriculum, as well as promotes literacy development within and across the language modes (e.g., reading, writing, speaking, listening) to deepen students' understanding and awareness of the essential literacy processes.
- ***Literacy is not merely the ability to read and write accurately*** - Good literacy instruction apprentices students in rich ways of speaking about texts and the strategic thought processes related to ***problem solving, thinking, understanding, organizing, and critically interpreting*** ideas; promotes students' understanding of the roles and relationships between authors and readers, and develops their awareness of how reading and writing can be used as tools to accomplish meaningful social goals.
- **Language** (spoken, written, sign language) and **literacy** (the ability to read, write and use the discourses of society) used in **social interaction** with others develop the very tools of

thought -- the "habits of mind" that we engage in, including the ways we think the strategies we employ to solve problems, and the ways we feel, communicate, act, value and behave. To learn to read and write involves discursive interactions with adults and peers entailing lessons with explicit modeling and thinking aloud to make the "invisible" visible, and with frequent social interactions to deepen students' mastery and proficiency in the use of the academic language and strategies within and across the areas of the school curriculum.

- **Literacy Acquisition** involves the coordinated development, application and mastery of several essential foundational skills, including: phonemic awareness, phonics (word study), fluency, vocabulary, comprehension, and motivation. These domains are employed in the process of teaching reading or writing. Likewise, an effective lesson is balanced to provide instruction related to these core domains.

Course Objectives

1. Understand the **reading and written language problems** of students with mild disabilities that influence their reading and writing progress through effective assessment and planning.
 - Assess students' strengths and needs with respect to the literacy curriculum (phonemic awareness, word recognition fluency, vocabulary, and comprehension), and identify the students' literacy strengths and weaknesses that are influencing their performance.
 - Understand how to interpret and use assessment data for instructional planning, including the results of formal and informal assessment instruments and procedures in order to identify and place students in the curriculum, and to identify specific skill areas that require explicit instruction and intervention
2. **Describe** the educationally-relevant **curricular skills and domains** that influence students' comprehension, interpretation, evaluation and production of narrative and expository texts.
 - Understand the five critical domains of literacy instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension; writing); and identify the critical skills, interventions, and assessment data that are relevant to measure and improve performance in each of these domains for given student ages (e.g., elementary, middle school, junior high, high school)
 - Describe the reading and writing processes, and identify the essential reading/writing strategies associated with successful performance in the reading/writing domains
 - Describe strategies that enhance narrative/expository reading and writing performance for at-risk readers and writers
 - Describe literacy and teaching strategies that support students with disabilities in reading and writing across the content area subjects
3. **Employ effective curriculum activities, teaching practices, and literacy strategies** to improve the reading, writing, and learning-to-learn performance of students with mild disabilities
 - Develop and demonstrate a solid knowledge of the five literacy domains (plus one): phonemic awareness, phonics/word study, fluency, comprehension, composition, as measured through the effective development and implementation of literacy lessons that enhance students' ability to analyze words, read fluently, read with good comprehension, write well-formed texts, and monitor their reading comprehension and writing performance

- Define, describe, and implement effective pedagogical techniques for teaching reading and writing
 - Use research-based instructional strategies, remedial methods, literacy techniques, and practices in the instruction of students with mild disabilities to improve student outcomes, and address the needs of individual students
 - Employ instructional planning and management strategies that are developmentally and age-appropriate;
 - Understand how to modify instructional methods and materials by designing lesson plans that offer differentiated instruction to match the needs of students with exceptional needs, and that increase students' engagement and opportunities to respond
 - Understand how to teach text structures and literacy processes (before-reading/writing, during-reading/writing, and after-reading/writing) that will help students to comprehend and compose texts
 - Design learning environments that promote deep learning by fostering students' engagement and understanding of literacy strategies, and enhance students' knowledge of the content through their participation in face-to-face discussions about both the literacy strategies and expository/narrative content
 - Design a learning environment that encourages active participation by learners through the use of a variety of individual and group learning activities
 - Design, implement and support literacy interventions using a variety of effective learning strategies, and teaching techniques
 - Be knowledgeable of the effective teaching practices and/or intervention programs in the specified domains
 - Monitor and document students' literacy progress
 - Understand and use a range of specialized instructional strategies that reflect best practice
4. Demonstrate an understanding of effective instructional principles through the design, development, implementation and evaluation of intervention programs to advance students' **self-regulated literacy performance**, including students' declarative, procedural, and conditional knowledge about strategies for reading and writing and that promote their abilities to self-direct, self-monitor, and self-evaluate their reading and writing performance.
- Design and teach literacy strategies in a carefully designed sequence to support students' acquisition of strategies (modeling, guided or collaborative practice, independent practice), and that support students' maintenance and generalization of strategies to new contexts
 - Teach students to use thinking, problem-solving and other cognitive strategies in ways that suit their individual needs, and that support self-regulation and independence
 - Provide specific instruction that develops students' metacognitive knowledge about strategies by providing information about what is the target strategy (declarative knowledge), how to perform the strategy (procedural knowledge), why the strategy is important and when (where) the strategy can be used (conditional knowledge)
 - Use technologies and methods that promote self-regulation, and design learning environments that promote self-motivation, self-regulation, and self-advocacy through the use of cuecards, organizers, and rubrics
 - Keep abreast of research-based instructional practices and be able to locate, evaluate, and use instructional materials, methods, technologies and equipment that are appropriate for individual students with disabilities

5. Develop and implement literacy interventions that increase the narrative and expository performance of students with disabilities based on the use of **student performance data** to evaluate the effectiveness of instructional programs, and that modify the programs on that basis in order to reach knowledge and performance goals over time.
 - Use performance data and teacher/student/parent input to make or suggest appropriate modification in learning environments
 - Select, adapt, and use instructional strategies and materials according to characteristics of learner, and informed by the results of assessment
 - Apply progress monitoring procedures to monitor performance on a timely basis
 - Conduct self-evaluation of instruction

College of Education/Course Technical Standards

Googlesites or Angel. Access to the course website and online videos are required in this course. The course web page can be accessed through the MSU googleapps.msu.edu: <https://sites.google.com/a/msu.edu/cep-804a/>. Some of the files can be accessed or linked through Angel (angel.msu.edu). Googlesites will be the communication platform to access readings, post assignments, and share information. You must use your MSU NetID and password to access the websites.

VideoStation. We will use a video hosting service for viewing and sharing videos, texts, and audio files. These videos can be accessed through Googlesites. The VideoStation can be accessed at the following URL: <http://35.9.119.22/~CarolSue/photo/>. You will need to login to the video service by typing your MSU NetID. If you choose, you can change your password through the settings when you are logged in. The weekly modules will link directly to the specific videos that you access by logging in.

Weekly Activities. There are weekly activities each week, which will require that you access or use different technologies. For example, some discussions may be posted on Angel: www.angel.msu.edu. You will be responsible for accessing, reading, and complying with technology and weekly requirements as specified.

Email: The instructor will communicate information by group email. Students are required to have an MSU email account. To access your MSU mail, go to mail.msu.edu. If you want to have your MSU correspondence sent to your another email address, select MSU PREFs (preferences). On the preference page, you can select to have your MSU mail forwarded to the non-MSU account by typing the address in the text box that has been provided for this purpose (shown below). I also created a video that explains how to change your prefs on our [VideoStation](#). Click on the link at left, and then login with your MSU NetID and password – temp1235.

Forwarding Address [\(back to top\)](#)

Setting this will cause all incoming e-mail to be forwarded to the provided address without further processing. Please ensure you type the e-mail address correctly.

E-Mail:

Save

Clear

Policies and notices:

1. Syllabus

The syllabus is subject to change **with** notice. Depending on the needs of the class participants or school schedule, the topics and assignments may be lengthened, shortened, or slightly altered with explanation. Additional readings may be provided as necessary with the intention to bring the most up-to-date and evidence-based resources to the attention of the class.

2. Religious Observances

Students shall not be penalized because of religious observances, and shall be given opportunity to make up within a reasonable period of time any academic assignment missed due to individual participation in religious observance. Students should provide instructor with a 2-week advance notice.

3. Accommodations for Students with Disabilities:

At the beginning of the semester, students with disabilities who need special accommodations should notify the instructor by presenting a letter prepared by the Resource Center for Persons with Disabilities (RCPD). To ensure that the most appropriate accommodations can be provided, please go to <http://www.rcpd.msu.edu/services/register> to register as a person with disabilities to receive class accommodations/modifications.

4. Accessing Required Materials/Resources on Wiki

Course materials are available online through googlesites. To access go to the URL provided.

- a) Start on the Introduction tab
- c) Access the syllabus page.
- e) Access the course materials and readings that are assigned on a weekly basis
- f) Complete the associated homework activities for each module (e.g., view video, read/access reports, write a response, participation in discussion forum, etc.).
- g) **New course materials will be posted by Monday at 7 pm**
- h) **Homework** must be submitted by the following **Monday at 7 pm**. [See HW/Assignment Due column of the syllabus]

5. **Contacting the Professor.** The Professor in this course will be available to chat or **skype**. Maryl Randel or I will try to be available to chat on Monday evenings at 7 pm. If this time is not convenient, then arrangements and appointments can be scheduled by contacting the instructor. Email is the best way to reach the instructor. **Please call the Professor either Dr. Englert or Carol Sue. Please do NOT address me using either of the following: ~~Carol~~, or ~~Ms. Englert~~.**

6. Participation

Discussion and class activities are essential to the success of the class. Each of you brings your own experiences and perspectives to the topics we will cover. Sharing these experiences and perspectives will help you clarify your understandings of the readings and the topics covered in class. Your participation will be factored into your final grade for the class

7. Required Textbook, Readings, and Homework

(1) **Required Textbook:** (order online through your preferred vendor)

There is a required textbook that will be indicated on the syllabus by the listed chapters. **I made the decision to choose a textbook that will be a good resource for teaching; as well as a good resource for those of you who need to prepare for the MA comprehensive examination (Special Ed MA).** It is moderately expensive, but if you shop around, you can get it more reasonably as I will explain below. The required textbook is:

O'Connor, R. E., & Vadasy, P. F. (2011). *Handbook of Reading Interventions*. NY: Guilford Press. [ISBN 1609181514]

Note 1. Syllabus Notation for the textbook. On your syllabus and course schedule, the weekly readings from this textbook are marked as follows: ★ Handbook. The star [★] will be used to indicate required chapters from the textbook.

Note 2. Comparison Shop for the textbook. Shopping around, I did find some websites that offered it used at better rates. Enter the title into the search engine at the following websites: amazon.com (\$52); www.dealoz.com; www.alibris.com; wecomparebooks.com; affordabook.com.; www.textbooks.com; www.half.com

(2) **Assigned Readings.**

In addition to the required textbook, there will be assigned readings and online materials that are posted weekly on the wiki. You should keep these materials on file because they will be valuable to you as a professional resource. Complete assigned readings for the assigned week by the following Monday.

Resources

In addition, there may be resource material that you can read for additional information about one of the topics that are covered during the week. These are **not** required readings, but they will be listed as **resources** under the list of weekly readings on the syllabus. I want to alert you to all the resources that are publicly available so that you can learn as much as you wish about topics of interest or relevance to your work.

(3) **Weekly Homework / Activities on Website**

Students will complete and submit weekly homework assignments (activities) on specific class lectures, readings, or projects. Some of these activities will be discussion-based, which means that you may be asked to participate in an online discussion forum where you share your ideas and observations. Other activities may require that you reflect and respond to the readings and materials through a journal exercise, web-based quizz, application exercise in your classroom with students, or participate in an exercise involving a response to a videocase or teaching simulation that is provided. These are intended to help you apply the content to specific problems or to interact with the new material. **These Module Activities/Reflections will be worth 10 - 15 points]**

Weekly Homework/Questions/Problems/Exercises

On the evening of the “virtual class” (Monday), the module and related activities will be posted for the next week’s readings and content. Your responsibility is to respond to the question or assignment and submit your homework by **Monday** evening of the following week by 7 pm, or by the time otherwise specified by the instructor. On Labor Day, the homework will be moved to Tuesday, and likewise, the module will not be posted until Tuesday. The HW Activities must be completed by the time specified.

8. Five Written Assignments/Teaching Projects

A. Background Information for all Written Work

- (1) **Projects**. Assignments will be posted on Google Sites but copies will be posted to Angel CEP 804A. You are required to check the Wiki website for information and instructions for class activities and discussions. Written work must be submitted electronically. Written work should reflect the level of quality in terms of scope, depth, writing mechanics, and appearance that is expected of graduate students at a prestigious College of Education (MSU). Rubrics will be provided for the major assignments of the course.
- (2) **Objective Language**. When you report or discuss your observations, please use language that is objective and descriptive of behaviors (e.g., student drew pictures with his pencil on a pad of paper for 10 minute before taking out his language arts book) rather than subjective (e.g., student was distracted and irresponsible). In other words, state the observable behavior/s that tells what the student is doing. As another example, if you wish to say that the student does not know his vowel sounds, tell his percent accuracy on a test of vowels, and indicate which vowel sounds he knows and which sounds he does not know. When you report information or observations about a teacher or student, please use **pseudonyms** in all written statements or submitted work.

B. Rationale for the Teaching Projects:

Literacy instruction must account several essential areas of performance, including: 1) assessment of reading performance to gather baseline information; 2) reading fluency intervention or intervention to improve phonics or word analysis skills; 3) narrative comprehension or expository comprehension for 2 or more students (preferably); and 4) writing. The projects are intended to deepen your knowledge and skills related to: 1) the administration and use of progress monitoring assessments that are part of RTI (Response to Intervention) programs; 2) enhance your ability to effectively implement evidence-based practices to improve the reading and writing literacy performance of struggling readers and writers in your classroom; 3) develop your understanding about how to teach strategies across the school curriculum; 4) increase your understanding of the interventions that are suitable to address performance in literacy areas (phonological awareness, phonics, vocabulary, fluency, comprehension, writing); and 5) develop your knowledge about how to collect data on the effectiveness of the literacy interventions for at-risk students.

Some general notes about the teaching assignments:

- (1) All assignments, instructions, frameworks, and rubrics will be posted on the googlesites pages.

- (2) The **due dates** of assignments **may** be adjusted based on our progress through the course material in the online course.
- (3) The **instructor will work closely** with you to help you become confident in completing the assignments. You are encouraged to download **SKYPE**, if you do not have this software to support communication with the instructor. It is free to users. We may also use twitter or GooglePlus for our discussions and community.
- (4) **Project 1** involves the creation of a classroom website. You can work with 1-3 other people to collaboratively develop a classroom website where you share mutual pages of interest. You will sign up with your collaborators on the About Us page. However, each member of the class will have to create and maintain their own literacy website, although you can embed the common pages that your team designed. The first week of the course (Week 1. Self-Introductions) is designed to help you get started. I created a video that will explain how to get started, and you can create a GoogleSites website for free on googleapps.msu.edu. I created a video tutorial that explains how.
- (5) **Project 2** involves the assessment of a struggling reader with a learning disabilities.
- (6) **Projects 3, 4, and 5 will involve you in the development of effective literacy lessons** in fluency, comprehension, and writing to address the reader's difficulties.
- (7) Detailed **instructions, information and frameworks** will be provided to you to make it simple for you to construct and implement evidence-based lessons that support the effective teaching of literacy strategies (website). These frameworks contain embedded tips for each step that help you to effectively design and implement your strategy lessons. However, you **can use other lesson formats** that meet the criteria and goals of each assignment. **Rubrics** will be made available for each assignment to help you to evaluate whether your lesson has the essential elements.
- (8) **You must implement the lessons** that you design with your students. If you are **seeking an LD endorsement**, then you **must video** the lesson with 1 or more students with LD in the lesson. (see practicum documents to verify the practicum placement, students, and criteria). If you are in another Master's program (e.g., MAED), then you simply need to implement the lessons and collect data on the effects of the intervention on the readers in your classroom.
- (9) To simplify your work, Projects 4 and 5 can be **integrated and interrelated as part of a single thematic unit**. This will reduce the complexity of the assignments, assuming that the reading and writing strategies are part of the same topic or thematic unit that can be taught over time (e.g., reading and writing-to-learn strategies as part of a research process (e.g., planning and brainstorming, reading to gather information, note-taking, organizing and synthesizing the ideas gathered from multiple sources, writing the report, editing, revising, and publishing;; book comprehension/discussion combined with a written response, or reading narrative literature paired with: a) teaching students how to write a narrative story using story structure; b) teaching students how to write a persuasive paper on a particular topic related to the story theme or issue, c) teaching students how to write a compare-contrast paper comparing two characters, books, or concepts;, or research paper), etc.. Since writing deepens students' understanding of the genre, theme, and content, this seems to be an efficacious approach to teach literacy in an integrated and meaningful manner.
- (10) **Bonus Points Possible:** I welcome amazing teaching works, and I like to reward people who produce outstanding lessons, videos, results or responses that surprise

and dazzle me. Do not be surprised if you get recognized for your hard work. For example, I will notice if you post video, audio, and examples from your classroom (be sure that you use the confidential protection of Googlesites through MSU to limit access to people without your provided link). I have some classroom examples that you can see on our website for Week 1.

(11) Below is a summary of the major teaching projects (excluding the website)

1. Reading Assessment/ Placement and Fluency Assessment

50 points

1. Project 2: Assessment (Due: September 24)

50 points

Students will assess a child's/adolescent's oral reading accuracy/fluency, comprehension and decoding skills (single-syllable, multi-syllable words), as well as analyze performance. This will lead to a plan (Assignment 2) with instructional objectives for teaching specific vocabulary, decoding reading skills, reading fluency and/or word identification strategies. The steps in this assignment and associated points include (see Assignment description for further information on each point):

• Administer oral reading fluency passages ; Record miscues on the examiner's protocol	3
• Report independent, instructional, & frustration levels (see 1.2) & justify	4
• Analyze fluency performance and provide grade-level evidence that supports your conclusions (Hasbrouck & Tindal) (see 1.3 of Table 1)	5
• Set appropriate accuracy and fluency goals (see 1.4 of Table 1)	5
• Use NAEP criteria to analyze student's reading prosody (see Table 2)	3
• Conduct error (miscue) analysis (indicate source & type of errors) (see Table 3)	5
• Administer comprehension assessment (see Table 4). Reports the retelling results (4.1); summarizes percent comprehension (4.2); and reaches conclusion about comprehension performance (4.3)	5
• Administer and reports students' responses (correct & miscues) on the Slosson Oral Reading Test (Table 5). Conducts miscue analysis (Table 6)	5
• Develops and administers probe of phonics skills (e.g., word analysis skills, etc.) or fluency (Table 7)	5
• Summarize strengths/weaknesses (Table 8)	5
• Collect a minimum of 2-3 days of baseline using additional fluency probe to collect further information on targeted area(s) of concern (e.g., 1 minute probe of phonics skills, ORF, etc). Plot data on fluency chart	5
• Submit probes and Intervention Plan	50
• Assignment Due Date: September 24	

Assignment Resources (passages):

DIBELS - <https://dibels.uoregon.edu/measures/index.php>

easyCBM - <http://www.easycbm.com/teachers/auth/measures.php>

AIMSWeb - <http://www.aimsweb.com/> [requires license on fee basis]

Test Administration Resources and videos will be posted on the course Wiki.

2. Assignment 2: Decoding or Fluency Intervention (Due: Oct. 15)

50 points

Due Date October 15. Students will collect baseline data on a specific skill that was a concern on the first assignment. The instruction can target fluency, sight words, or phonics skills (e.g., multi-syllabic words, affixed words, CVC words, etc.). You are to collect baseline data on the students' accuracy or fluency on the target skill, and intervene to improve the student's fluency on the targeted skill. It will be ideal if you work with the same student who you used for Assignment 1. The goal of this assignment is to provide an opportunity for you to integrate effective teaching principles for developing reading fluency acquired through readings, class discussion, resources, and class presentations. The fluency plan should include attention to reading fluency while students read connected text, as well as that supports the development of fluency through instruction on vocabulary words or phonics patterns that have been identified as weaknesses through the administration of the pretest or progress monitoring probes.

A framework that you can follow to construct the intervention plan can be found in the handout packet. . The sections of the framework can help you complete this assignment. You are encouraged to personalize the intervention plan according to your preferences for formatting, etc., although the sections of the assignment should include the following:

• Administer probes and record students' performance while reading a set of words or a passage Graph 2-3 days of baseline (fluency data)	3	
• Identify strengths and weaknesses (from Project 2)	2	
• State lesson objectives (e.g., Given what materials, conditions, or instructions) What students will be able to do ... what criterion level ...	4	
• Materials	2	
• Intervention Plan – Identify instructional targets, schedule of testing, describe the intervention plan/procedures thoroughly, data decision rules, and instructional adjustments based on performance criteria. (see framework in Appendix 1 for breakdown of points)	39	
• Provide error drill & fluency checks on vocabulary, sight words, and miscues (describe this component in the plan – label as such)		
• Describe/Include Progress Monitoring Probes and system to monitor fluency progress		
• Submit Intervention report, recommendations with fluency chart (data to date)		
• Assignment Due Date: October 15	Total Points	50

a. Assignment Resources: Passage Generators for Progress Monitoring Probes:

Grade-level passages: <http://joewitt.org/Reading%20Grade%20levels.htm>

Maze Passage Generator: <http://www.lefthandlogic.com/htmldocs/tools/okapi/okapi.php>

Oral Reading Passage Generator: <http://www.rti2.org/rti2/oralReadings>

b. Additional Resources: Fluency Interventions

HELPS: Overview <http://www.helpsprogram.org/> [see Angel]

PALS Peer-Assisted Reading videos/materials:

1. <http://kc.vanderbilt.edu/pals/teachmat/ReadingVideos.html>

2. [http://searchlight.utexas.org/content/serp-secondary/activities/fluency-video/view?SearchableText=reading%20fluency&search=true&Subj=\[%27Instructional%20Videos%27\]](http://searchlight.utexas.org/content/serp-secondary/activities/fluency-video/view?SearchableText=reading%20fluency&search=true&Subj=[%27Instructional%20Videos%27])

3. Comprehension Strategy Intervention Project (Due: Nov 12)

50 points

Strategy Instruction for Narrative or Expository Reading Texts. Effective comprehension instruction should be designed to (a) provide access to the strategic thoughts and behaviors of mature readers (e.g., teach students to activate background knowledge, ask questions, organize, inference, visualize, make connections, summarize, monitor, clarify, evaluate, etc.), as well as enhance students' participation in decision making and self-regulatory processes; (b) develop the capacity of learners to implement, monitor and direct their own comprehension, (c) engage students in an interactive and responsive instructional dialogue and discussion; (d) involve students in self-monitoring and self-evaluating their own and others' comprehension performance; and (e) collect performance data and engage in decision-making.

For this assignment, you are to develop a unit plan, and then implement a lesson plan using the framework that has been developed for this course, or through a unit and lesson plan that you devise (be creative!). It is recommended that you integrate Assignment 3 and 4 (reading and writing) in a single thematic unit so that the two interventions are interrelated and connected, although this is not required. In this case, a single unit plan can be submitted, copied, and attached to both lessons since they are related to the same thematic unit and unit plan (see assignment notes above). The specific components of the comprehension assignment include:

• Unit Plan	2
• Develop assessment/collect baseline, summarize the strengths and weaknesses, and state the rationale for intervention	3
• State the Goal and Objectives (What students will be able to do ... given what conditions/materials at what criterion levels)	3
• Materials	2
• Strategy Lesson Plan (describe the teaching and strategy procedures, describe the comprehension strategy, explain the instructional talk or modeling through the stages of instruction, strategies, process, lesson dialogue, etc)	30
• Modeling; Guided Practice; Collaborative Practice (scripted sections)	
• Describe Instructional Scaffolds (see some examples below) <ul style="list-style-type: none">- Strategy Script (language) that students will follow/employ- Cue Cards with strategy language, self-talk- Graphic Organizer (if appropriate)- Think-sheet- Rubrics that students will employ to evaluate performance	
• Assessment Materials with Progress Monitoring Plan, Chart, and rubric	2
• Error Drill; Feedback	2
• Analysis of the Intervention & Report	5
• See rubric and assignment description for entire point breakdown	
Assignment Due Date: November 12	50

Assignment Resources:

List of comprehension skills: <http://literacymatrix.com/58Comprehension.htm>

Adolescent literacy: <http://www.adlit.org/article/c116>

Interventions:

<http://www.learner.org/workshops/teachreading35/classrooms/index.html>

<http://www.learner.org/libraries/engagingliterature/discussion/>

CSR: <http://iris.peabody.vanderbilt.edu/csr/cresource.htm>

4. Writing Intervention – (Due: Dec. 3)

50 points

Develop a strategy lesson to teach writing to your students, or extend Instruction on Same Text Structure Genre named above (e.g., Narrative/ Expository). Ideally, this will be a another lesson in the same unit plan and thematic unit. However, if you need to switch genres, that is an option, too. A framework that can be followed to construct the intervention can be found on the class wiki, but it will contain many of the elements that have been included in the other assignments. The sections of the framework include the following:

• Unit Plan	2
• Develop assessment/collect baseline, provide rationale for intervention, state strengths and weaknesses	3
• Write a short summary describing the reading behaviors or performance of the student you are teaching. List strengths and weaknesses	5
• State the Goal and Objectives (What students will be able to do ... given what conditions/materials at what criterion levels)	3
• Materials	2
• Strategy Lesson Plan (describe the teaching and strategy procedures, describe the comprehension strategy, explain the instructional talk or modeling through the stages of instruction, strategies, process, etc)	30
• Modeling; Guided Practice; Collaborative Practice	
• Describe Instructional Scaffolds (see some examples below)	
- Strategy Script (language) that students will follow/employ	
- Cue Cards with strategy language, self-talk	
- Graphic Organizer (if appropriate)	
- Think-sheet	
- Rubrics that students will employ to evaluate performance	
• Assessment Materials with Progress Monitoring Plan, Chart, and rubric	2
• Error Drill; Feedback	2
• Analysis of the Intervention & Report	5
• See rubric and assignment description for the entire point breakdown	
Assignment Due Date: December 3	50

Additional Resources:
 SRSD Model: <http://iris.peabody.vanderbilt.edu/srs/chalcycle.htm>
 POW + TREE: <http://iris.peabody.vanderbilt.edu/pow/chalcycle.htm>

General Evaluation Criteria: All products generated and activities performed in this class will be evaluated on the following dimensions:

- Directions were followed
- Product is well organized
- Content reflects comprehensiveness and effort
- Content shows appropriate application of course content

Grading Scale: Total Points Possible =

<u>PERCENTAGE</u>	<u>GRADE</u>	<u>POINTS</u>
94-100	4.0	376-400
86-93	3.5	344- 375
80-86	3.0	320 - 343
74-79	2.5	296 - 319
69-72	2.0	276 - 295
<69	1.5	<276

Grade of Incomplete. A grade of “Incomplete” will be granted only if a student has completed 90% of the course. This grade designation will result from a request from a student based on extraordinary personal or academic reasons.

Some Evidence-Based Projects that will be discussed in this class: Reading Fluency, Comprehension, Writing Interventions

Ladders to Literacy (phonological awareness)

REWARDS

Repeated Reading (fluency)

PALS: Peer-Assisted Learning Strategies

Classwide Peer Tutoring

Collaborative Strategic Reading (CSR)

SRSD: Self-Regulated Strategy Development

Reciprocal Teaching

Concept-Oriented Reading Instruction

Apprenticeship Model (Schoenbach)

Writing Interventions: SRSD; CSIW (Cognitive Strategy Instruction in Writing)

ACCESS THE [QUICK LINKS](#) TO SEE ABBREVIATED LIST OF PROJECTS, FORMS, AND DUE DATES.

Week	Date	Topic	Related Module Activities	Readings Due	HW/Assignment Due [Monday at the start of the 7 pm “virtual” class]
1.	Week of 8/29	1. Introduction – <ul style="list-style-type: none"> Syllabus Assignments 2. Getting Started – Overview of the problems of Struggling Readers	Start Project 1 <ol style="list-style-type: none"> Create Classroom Website Create page to introduce yourself to the class Post link to the About Us page in the CEP 804 Website 		1. Wk 1 HW Due on 9/4 - Post link from your website to our About Us page of the course website
2.	9/4	Week 2: Assessment <ol style="list-style-type: none"> RTI Model Screening and PMA Diagnostic Assessment Beginning Assessment – sight words, Decoding & Fluency;	Week 2 Activities <ul style="list-style-type: none"> Watch videos - Become familiar with RTI Complete IRIS modules - RTI Modules: IRIS Center Complete Assessment Module Activity Packet1 	★ Handbook, Chapter 1 (Introduction) <u>Assigned Readings - Website</u>	This coming week, Begin Project 2. Identify Student. <ul style="list-style-type: none"> Give SORT to get information about possible reading level. Administer Phonics Survey Administer ORF, Retell
3.	9/10	Week 3: Phonological Awareness (PA)	Week 3 Activities <ol style="list-style-type: none"> View Videos on PA Read through materials Complete Module Activities 	★Handbook Chapters 2 & 13 <u>Assigned Readings - Website</u>	HW Wk 2 Due on 9/10
4.	9/17	Week 4: Phonics Instruction Word Families Multi-syllabic words and morphemes	Week 4 Activities <ol style="list-style-type: none"> View all 3 modules: Phonics, word families, & multi-syllabic words Complete activity packet – Provide 	★Handbook Chapter 4 and 5 <u>Assigned Readings - Website</u>	Wk 3 Homework Due on 9/17

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			feedback to the teacher in the video. View grade-level teams		
5.	9/24	Week 5: Fluency Instruction	<u>Week 5 Activities</u> View videos in presentation	★ Handbook 8 <u>Additional Readings - Website</u>	1. Wk 4 – (Phonics) Homework Due on 9/24 2. Begin planning the Phonics/Fluency Intervention – Project 3 Project 2 (Assessment) Due 9/24
6.	10/1	<u>Week 6. Narrative Comprehension & Strategy instruction</u>	1. Take notes on the videos 2. Complete module activities	★ Handbook Chapter 10 ★ Handbook Chapter 11 <u>Assigned Readings - Website</u>	1. Wk 5 Fluency HW Due – 10/1 2. <u>Begin implementing the Phonics/Fluency Intervention (Project 3)</u>
7.	10/8	<u>Week 7. Literature Discussion</u>	<u>Week 7 Activities</u> View videos in presentation Complete activity packet	<u>Assigned Readings - Website</u>	Wk 6. Comprehension HW Due – 10/8
8.	10/15	<u>Week 8. Expository Comprehension</u>	<u>Week 8 Activities</u> View videos in presentation Complete activity packet	★ Handbook Chapter 9 <u>Assigned Readings - Website</u>	Week 7 Lit Discussion HW Due – 10/15 Project 3 – Fluency Intervention Due
9.	10/22	Week 9: Multi-Tier Interventions <ul style="list-style-type: none"> • Reciprocal Teaching • CSR (collaborative strategic reading) • Reading Apprenticeship 	<u>Wk 9 Activities</u> Complete module on website View videos in presentation Complete the IRIS Module	★ Handbook Chapter 12 <u>Assigned Readings - Website</u>	Week 8 Expos Comp HW Due 10/22 Begin Planning & implementing comprehension intervention (Project 4)
10.	10/29	Week 10: Writing Problems	<u>Week 10 Activities</u> Complete module Score student’s papers	Handbook – Chapter 6 <u>Assigned Readings - Website</u>	Wk 9 Multi-Tier Interventions HW Due 10/29

Week	Date	Topic	Related Module Activities	Readings Due	HW/Assignment Due [Monday at the start of the 7 pm “virtual” class]
11.	11/5	Week 11: SRSD Writing Instruction – SRSD Harris & Graham	<u>Week 11 Activities</u> View Videos in IRIS module View Harris or Mason ppt presentation at CTL	<u>Assigned Readings - Website</u>	Wk 10 Writing Problems HW Due – 11/5
12.	11/12	Week 12: Expository Writing Instruction • CSIW; • Thematic Units	<u>Week 12 Activities</u> View videos - complete module and related activities	Handbook – Ch. 14 <u>Assigned Readings - Website</u>	Wk11 – SRSD HW Due – 11/12 Project 4 – Comprehension Due
No CEP 804A Module 11/19 – Thanksgiving Week. Use the time to finish projects and enjoy family time. 894F – Video Due					
13.	11/25	Week 13: Interactive Writing Morning News Formats		<u>Assigned Readings - Website</u>	Wk 12 Expository HW Due – 11/25
14.	12/3	Week 14: Vocabulary Instruction	View Archer Video:	★Handbook Chapter 7 & 16 <u>Assigned Readings - Website</u>	Wk 13 Interactive Writing HW Due (12/3) Project 5 – Writing Due Vote on Best Website – Project 1 Complete Course Evaluation
15.	12/10	Final Exam Week			