EDL 641: Differentiated Reading Instruction Syllabus

Summer 2014

CRN: 50053

3 Credits

Mission statement: Immaculata University is a Catholic, comprehensive, coeducational institution of higher education sponsored by the Sisters, Servants of the Immaculate Heart of Mary (IHM). Its programs, rooted in academic rigor, ethical integrity and Christian core values, encourage a commitment of lifelong learning and professional excellence. With belief in the dignity and potential of all men and women, Immaculata integrates its students in a community of service and empowers them to assume meaningful roles in a diverse and changing world. Contributing to the development of the whole person of any faith, Immaculata affirms liberal education as an integrative process in the formation of a truly educated person who is value-oriented and committed to truth, service, justice, and peace.

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Office Hours	Phone/Email	**Location**	Lyola Room 219

Course Meeting Days: Wednesday Evenings
Course Meeting Times: 4:30 PM – 10:00 PM

Course Description: This course will focus on the manner in which reading instruction can be designed to meet the individual needs of students. Understanding of assessment measures / instruments specific to literacy will be stressed. Knowledge of formal and informal reading assessments will be developed. Focus will be on students in PreK – 4 classroom settings.

Education Department - Program Outcomes:

Course Outcomes, Assessments, and Grading:

Outcome #	Course Outcome	Assessment
1	Address difficulties involving phonological awareness, memory, and retrieval	6
2	Teach children to use tactile-kinesthetic and auditory cues in reading and writing	6
3	Develop an understanding of the manner in which children develop expressive and receptive language as a basis for learning to read.	3
4	Analyze how the language demands of textbooks, academic talk, and curriculum may stress a student's capabilities at different age and grade levels.	7
5	Review the characteristics of dyslexia	7
6	Identify several common causes for dysfluency and explain the	7

	consequences for dysfluency	
7	Implement fluency-based measurement understanding its importance and identify those students who may benefit from fluency building instruction	3
8	Clearly articulate and model the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels.	6
9	Utilize appropriate remedial instructional strategies	2, 4,5
10	Utilize assessment tools with appropriate instructional accommodations in the area of literacy to identify effectiveness of the standards based curriculum (core literacy program for all students)	3, 6
11	Establish and maintain progress monitoring practice within the content area aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for all students	4,5
12	Demonstrate the use of formal and informal assessment data for instructional, behavioral and possible eligibility decisions based on the type of assessment, level o the students being assessed, and the point and quality of instruction	4
13	Demonstrate an understanding of the types of assessment used (e.g. screening, diagnostic, formative, summative) and the purpose of each assessment in a data-based decision making process	7
14	Create an instructional plan using assessment information related to individual student achievement	5
15	Analyze and interpret formative assessment (e.g. curriculum based assessment, CBA)	7
16	Demonstrate an understanding of the purpose and intent of standardized assessments and progress monitoring as one of multiple indicators used in overall student evaluation	7
17	Examine PSSA, know how to interpret assessment anchors and benchmarks	1
18	Systematically monitor student performance to best identify areas of need.	2, 4

Required Text(s):

Textbook: Gillet, Temple, and Crawford (2012). *Understanding Reading Problems* (8th Edition). Boston: Pearson Education.

Other Required Resource: Leslie, L. and Caldwell, J.S. (2011) *Qualitative Reading Inventory – 5.* Boston: Pearson Education
http://www.allynbaconmerrill.com/store/product.aspx?isbn=0137019238 ($57)

Course Resources:

A variety of literacy materials and resources will be shared in class.

Methods of Evaluation:

#1: **Literacy Expectations / CCSS:**

What are students today expected to know and be able to do relative to reading? One cannot begin to diagnose or remediate a student's reading needs unless one has a clear understanding of what is expected at each stage of reading development. Each student will demonstrate a command of the CCSS related to reading / literacy as well as a working knowledge of the PA Standards Aligned System (SAS) as a resource for planning for and providing instruction.

#2: **Reading Research:**

Locate a collection of at least three current articles from *The Reading Teacher* or another peer reviewed journal that discuss the question / hypothesis you personally identified the first night of class. These can be found in the university library or by searching the university data base. Summarize each article and reflect upon the common themes or discrepancies you identify in synthesizing the multiple perspectives. Be prepared to share in a class discussion.

Website: http://www.reading.org/general/publications/journals/rt.aspx

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Summit a 4-5 page paper:
1. Summarize each article you chose. (What did you read? What was the author's message?)
2. Synthesize the **research** discussed in each article and its implications.
3. Reflect on the common themes or discrepancies you identify how research supports or disputes your hypothesis.
4. Include a minimum of 3 current (2008 or later) references in APA format.

#3: **Assessment of Literacy**

Complete an Informal Reading Inventory, including an interest inventory. Submit a neatly typed IRI protocols for the completed assessment. Provide a fully edited copy of this protocol to the parent of the student you assess.

#4: **Needs Assessment and Recommendations**

Using the data collected in your IRI and interest inventory, summarize in writing the strengths and needs of the student you assess. Address each area of the CCSS. Indicate clearly where your student is relative to each standard and what the next instructional moves would be. Incorporate the data from the interest inventory where appropriate. Be prepared to share in a class discussion.

Submit and written accounting of your needs assessment. Provide a fully edited copy of your needs assessment to the family of the student you assess.

#5: **Differentiated Reading Lesson**

Using what you know about your student, the CCSS, and best practice instruction; work with at least one other classmate to design a whole group, small group and guided reading lesson. Use the template provided in class.

#6: **Knowledge of Commercial Reading Programs**

Research and become familiar with 1 commercial reading program. Provide an overview of the program to the class including a demonstration of what the program would look like "in action".

#7: **Journal Reflection / Discussion**

Reflection and interaction among thinkers is a very important part of the learning process. You will be keeping a journal in which you will reflect on classroom learning, readings, etc. There will also be points awarded for participation in classroom discussions.

** Chapter 7 related to older readers is not required in the course readings since it pertains to older readers.

Course Grading/Evaluation:

All assignments have equal weight. A percentage will be determined based on points attained out of a possible number of points. Attendance and participation in class discussions will factor into the final percentage. The final grade will be based on the percentage attained.

A = 100 – 97   A- = 96-93   B+ = 92-89   B = 88-85   B-= 84-81   C+ = 80-77

Attendance requirements: Attendance Policy is on p. 103 of the CGS catalog.

Academic Integrity: Ethical Conduct and Academic Honesty Policy is on p. 12 – 13 of the CGS catalog. [Enter Academic Integrity Policy or Policy reference here]

Disability Statement: Students with a documented disability (learning, physical, psychological), who are requesting reasonable academic accommodations, must contact the Associate Dean of the College of Graduate Studies, Room 1, Terrace Loyola, 610-647-4400 X 3220.
Disabilities: Learning Accommodations Policy is on p. 104 of the CGS catalog.

Course Schedule: May 21, 28, June 4, 11, 18, 25

Class Meeting	Topics	Due ON This Class Date
5/21	The Role of Student Interests Hypothesis / Research Question PA Core Standards Introduction to IRI	Purchase Text Purchase QRI-5 Read Chapter 1related to assessment and stages of reading development #1: **Literacy Expectations / CCSS**:
5/28	Share research projects	Read Chapter 2 Related to RtI

	Administering the QRI, Introduction Commercial Reading Programs RtI Interpreting an IRI	#2: **Reading Research**
6/4	Administering and Interpreting the QRI, Continued Commercial Reading Programs (1) GRR, Guided Reading and Lesson Planning for Differentiated Reading What Works?	Read Chapters 3, 4, 5 #3: **Assessment of Literacy** QRI Word Lists and Inventory Complete

6/11	Using Library and Media Resources to Differentiated Reading Instruction
	Administering and Interpreting the QRI, Continued
	Commercial Reading Programs (2)
	Partenr work on lesson plans
		Read Chapters 6, 10
		#3: **Assessment of Literacy**
		     QRI Passages Complete
		     Draft Report

6/18	Formal Assessment Working with Older Readers Teaching Reading to Developing Readers Administering and Interpreting the QRI, Continued Commercial Reading Programs (3)	#3: **Assessment of Literacy** Revised Report

6/25	Assessing spelling and other factors that impact reading
	Culture an other factors
	Administering and Interpreting the QRI, Continued
	Commercial Reading Programs (4)
		Read Chapters 8. 9. 10. 11
		
		#3: **Assessment of Literacy**: Final Report
		
		#4: **Needs Assessment and Recommendations**
		     #3: **Assessment of Literacy**
		
		#5: **Differentiated Reading Lesson**
		
		#7: **Journal Reflection / Discussion**
		     #6: **Knowledge of Commercial Reading Programs**

CORE VALUES
FAITH ▪ CARING ▪ SERVICE ▪ INTEGRITY ▪ LEARNING ▪ TEAMWORK

Documented Alternative Instructional Equivalencies (AIEs)

College of Graduate Studies – Immaculata University

Course Number: EDL 641   **Semester:** Summer I, 2014

Course Title: Differentiated Reading   **CRN #:** 50053

Instructor: Dr. Maureen McQuiggan

Number In-Class Hours: 30   **Number AIE Hours:** 12

Topic	Alternative Instructional Equivalent (AIE) for Activity	Est. Hrs.
Research related to Assessment	**3 current articles for review: summary, synthesis of research and reflection of common themes. (Reflection Papers/article reviews)**	**4**
Informal Reading Inventory (IRI)	**Completion and submission of IRI protocol to parents of child that was assessed. (Guided Project)**	**4**
Needs Assessment	**Summary of child's strengths and needs based on IRI addressing areas of the CCSS and where your assessed child is relative to each standard. (Case Study Analysis)**	**4**
	TOTAL	12